جمهوری اسلامی ایران

انگلیسی

سال سوم دبیرستان

۲۵۲

ENGLISH

بسم الله الرحمن الرحیم

In the Name of Allah, the Beneficent,
the *Merciful*.

مقدمه

«ما انقلاب خود را به‌تمام جهان صادر می‌کنیم»
امام خمینی

از آنجاکه صدور انقلاب اسلامی تنها با صدور فرهنگ اسلامی میسر می‌شود ما موظفیم مردم جهان را با اندیشه‌های اسلامی آشنا کنیم و این مقصود جز از طریق ارتباط و گفت وشنود با مستضعفین و مردم کشورهای مختلف جهان تأمین نخواهد شد. قدرتهای استکباری درگذشته و حال، با تسلط بر نقاط مختلف جهان، زبان خود را نیز در بسیاری از مناطق رواج داده و آن را یا جانشین زبانهای بومی کرده‌اند یا بصورت زبان دوم مردم در آورده‌اند. زبان انگلیسی درحال حاضر در جهان چنین موقعیتی دارد و ما برای گفت و شنود با بسیاری از مردم جهان نیازمند به دانستن این زبان هستیم.

دشمنان انقلاب‌اسلامی می‌کوشند تا با تبلیغات دروغین خود چهرهٔ زیبای الهی این انقلاب را در نظر مردم جهان زشت جلوه دهند و این وظیفه ماست‌که با برقراری ارتباط هرچه بیشتر، حقایق اسلامی را برای مردمی که تشنه حقیقت‌اند بازگو کنیم. زبان انگلیسی یکی از ابزارهای لازم برای برقراری این ارتباط است.

علاوه براین، ما مصممیم که خود را از وابستگی‌های علمی و صنعتی و اقتصادی نجات دهیم و به‌خودکفائی برسیم و به‌همین دلیل باید بتوانیم از کتابهای علمی موجود جهان استفاده کنیم. بیشتر این کتابها به زبان انگلیسی نگاشته شده و آشنائی ما با این زبان، وسیله‌ای است‌که ما را در راه رسیدن به خودکفائی کمک خواهدکرد.

تهران – کیلومتر ۱۵ جاده مخصوص کرج
خیابان داروپخش – تلفن: ۴ – ۹۲۱۱۵۱

انگلیسی

سال سوم دبیرستان

صفحه آرا منصور رضائی
طرح جلد از محمّد علی کشاورز
چاپ از شرکت چاپ و نشر ایران

۱۳۶۸

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Review Exercises

To the teacher

Have your students do these exercises before you begin Lesson One.

The tree of life

The coconut tree is very useful. People in the tropics depend on it. They make roofs for their houses from the leaves. Fishermen take fibres from the tops of coconut trees and make them into rope. They make fishing nets and sails for their boats, too. But the nut is the most useful part of the tree. Farmers open the nuts and dry them. There is oil in coconuts and they export this oil to other countries. It goes into soap, toothpaste, ice-cream, paint and machine-oil. The shell of the coconut is useful, too. People make it into charcoal and this charcoal goes into filter-tips for cigarettes. There is milk in coconuts, too. It is good to drink and very pure. There are no germs in it. Doctors sometimes used this milk for drip-feeds during the war, when they could not get pure water and sugar. When their patients could neither eat nor drink the doctors dripped coconut milk into their blood. The patients lived. Some people say that the coconut is the tree of life. Perhaps they are right.

MULTIPLE CHOICE QUESTIONS

Only one answer in each exercise is right. Choose (a), (b), (c) or (d).

1. *Coconut products go into*
   (a) all the things that people eat in the tropics.
   (b) nuts, wood, leaves, fibres and oil.
   (c) people in the tropics and people in other countries.
   (d) a number of different things.
2. Doctors dripped coconut milk into the blood of certain patients because
   (a) it is the tree of life.
   (b) it was the only way to feed them.
   (c) it is the only way you can feed them.
   (d) it is full of germs and diseases.

3. The nut is .... useful than any other part of the tree.
(a) very (b) most (c) more (d) too
4. People who .... in the tropics depend on the coconut tree.
(a) live (b) are living (c) lives (d) is living
5. There are .... in water. There are no germs in coconut milk.
(a) germ (b) germs (c) the germs (d) any germs
6. A patient is a person who .... ill.
(a) is (b) has (c) is with (d) can
7. Some doctors dripped coconut milk into their .... blood because they could not get pure water and sugar.
(a) patients (b) patient's (c) patients' (d) patient
8. You can .... roofs made from coconut leaves in the tropics.
(a) see (b) look (c) watch (d) discover
9. Fishermen .... fishing with nets made from coconut fibres.
(a) come (b) go (c) take (d) make
10. We use toothpaste to .... our teeth.
(a) wash (b) bath (c) bathe (d) clean
11. Coconut milk is not dirty. It is very ....
(a) clean (b) clear (c) plain (d) bright
12. Patients who could not eat did not .... if the doctors dripped coconut milk into their blood.
(a) live (b) kill (c) die (d) go

A. *Write the correct form of the verbs in the parentheses.*

1. Where .... he .... (live) when you saw him last?
2. I'll give him the book if I .... (see) him.
3. I won't tell you the secret unless you .... (promise) not to tell anyone.
4. It was a lovely day. The sun .... (shine) brightly.
5. If I knew his address, I .... (give) it to you.
6. When I saw her, she .... (sit) in a corner with a book.
7. The teacher .... (teach) us English for an hour.
8. My friend usually .... (learn) languages very quickly.
9. He .... (live) in Karaj for two years and then .... (go) to Zanjan.
10. We .... already .... (tell) them not to be late any more.

B. *Make questions for the underlined words.*

1. Mr. Smith began his new job last week.
2. He is going to India for six months.
3. Ahmad goes to work by bus.
4. He has gone to Ahwaz because of his mother's illness.
5. Reza's grade was the highest.
6. Mr. Ahmadi is my English teacher.
7. There are four seasons in a year.
8. She talked to the principal yesterday.
9. It's ten to five.
10. He paid one thousand rials for his bicycle.

C. *Fill in the blanks with the suitable prepositions.*

through, in, on, before, outside, for, to, by, into, at

1. While I was waiting ..... him, I met another old friend.
2. I left the car ..... the house all night.
3. We went ..... the cinema as often as possible.
4. They left Shiraz ..... their children entered school.
5. They say that they will arrive ..... five o'clock.
6. Have you ever appeared ..... a radio program?
7. I changed the tire and got back ..... my car.
8. The dog ran ..... front of the car before we had a chance to stop.
9. My brother is ..... the store.
10. I took a walk ..... the park yesterday.

D. *Correct the following sentences by replacing the correlatives.*

1. Ramin neither was at home nor in the class.
2. Susan both has written and corrected the lessons.
3. For dessert I would either like ice-cream or fruit.
4. Mr. Javadi accepted neither to be a teacher nor a principal.
5. She wrote not only the letter but also typed it.

E. *Change the following sentences from Direct to Indirect Speech.*

1. "Come here". (I asked him)
2. "Write quickly". (Tell him)
3. "Do it again". (He told me)
4. "Don't speak until you are spoken to". (He asked her)
5. "Don't sit on my desk". (I told him)

F. *Join the following sentences with WHICH, WHOSE, WHOM, WHO.*

1. What was the name of the boy? He came first.
2. Where is the book? I gave it to you.
3. My friend often meets me in school. His house is quite near.
4. This is the man. I gave money to him this morning.

Word Game

Circle the words in the puzzle. Then write the pairs of opposite words next to each other.

D	C	W	G	R	E	M	O	O	N	R	E	Q	Q	C	B	W
S	R	I	T	W	R	O	N	G	O	I	X	U	U	L	H	I
L	G	T	L	E	A	S	T	W	V	G	I	E	I	T	U	T
O	B	H	B	L	C	T	R	U	T	H	T	S	C	C	S	H
W	S	W	D	A	N	S	W	E	R	T	R	T	K	X	B	O
G	U	I	L	T	Y	B	O	C	M	V	L	I	E	Y	A	U
M	N	F	V	E	N	T	E	R	I	N	N	O	C	E	N	T
S	M	E	B	D	I	S	A	P	P	O	I	N	T	E	D	T

1. slow ______ quick ______
2. ______ ______
3. ______ ______
4. ______ ______
5. ______ ______
6. ______ ______
7. ______ ______
8. ______ ______
9. ______ ______
10. ______ ______
11. ______ ______

LESSON ONE

READING

Introduction

What do you read every day? How much do you depend on reading? How much could you learn if you didn't know how to read?

Think about these questions. If you were not able to read, store signs and street signs would be a mystery to you. Newspapers, magazines, and books would be meaningless, **except** for the pictures, of course. And you would not be able to attend high school, go to the university, or get a good job.

Reading is one of the most important **skills** that we learn, especially in the world today. Without the skill to read, a student would **hardly** make any **progress** in his subjects. A doctor would not be able to learn about new medicines. A scientist would not know what other scientists are working on.

Reading itself, of course, is not enough. **One** must also be able to understand what one reads. Good reading depends on three important factors: **concentration,** comprehension, and speed.

Concentration

Do you concentrate on reading when you read? Or does your mind wander? If students concentrated on what they read, they would finish their reading assignments very quickly. But often, they would rather daydream and waste time for hours than concentrate for a few minutes.

Perhaps you are a person who likes to memorize his lessons by walking **back and forth** with a book in his hand. Memorizing is sometimes very useful, but it is only one of several skills that one should know. Reading with understanding and thinking are also important skills.

Comprehension

The real **aim** of reading is comprehension, understanding what one is reading. If you have not understood what you have read, then you haven't read it; and you **had better** go back to the first sentence and begin again.

One of the greatest problems for beginners is word-for-word reading. They often try to read one word at a time and understand each word by



itself. Comprehension, however, depends on understanding groups of words, not single words.

Speed

Comprehension is also **closely** related to reading speed. **Consider** the eyes of a slow reader, for example. They look at one word and stop, at another word and stop, etc. The eyes of an **average** reader, on the other hand, see two or three words each time they stop. A fast reader sees four or more words each time his eyes stop.

"Take the eyes of a slow reader, for example."

Slow____ __ ___ _ _ ___ ____ __ _____ (nine stops)

Average__ ___ _____ ____ ________ (five stops)

Fast________ __________ _________(three stops)

A second reason for slow reading is reading **aloud.** Slow readers usually move their lips and **tongues** and say the words to themselves. This may be a good way to memorize things, but it is not a good way to read for comprehension. To read fast, one should read silently and without moving his or her lips.

Conclusion

If you want to **improve** your reading **ability** the first and most important requirement is practice. One way is to **set aside** ten minutes each day for your own reading improvement. Then take some kind of reading material, English or Persian, and see how much you can read during that ten minutes. The number of words that you read per minute is

a useful way to measure your reading speed.

Remember, however, you must read *with* understanding; and remember also that understanding depends on three things;concentration, comprehension, and speed.

Grammar (1)
Conditional Sentences

Type II: Present Unreal
Meaning: Refers to a situation that does not *exist* (is not real) at the present time.

*I'm sorry. I **do not have** any free time. But if I **had** any, I **would meet** with you.*

Time Reference: The present
Tense Combinations:

Dependent (Subordinate) Clause	***Independent (Main) Clause***
Simple past	
Past continuous	would, could, might, should
modals: could, had to + main verb	+ main verb.
If John studied,	*he would pass the test.*
If John were studying,	*he might pass the test.*
If John could study,	*he could pass the test.*

Be careful. Several past tenses are used in the if clause, but remember that the time reference is *present.*

Many students have trouble with type II conditional sentences. Just remember that this type of conditional sentence refers to present time and present truths although the verbs in the dependent (if) clause are in a past tense, and the modals in the independent clause are in the forms they take in indirect speech. Compare the following sentences.

Present Truths (Realities)	***Type II Conditional Restatement***
1. I ***don't have*** (right now) any money, so I ***am not able*** to lend you any.	If I ***had*** some money (right now), I ***could lend*** you a few rials.
2. My roommate ***isn't*** here (now), so you ***can't talk*** with her.	If she ***were*** here (now), you ***could talk*** with her.

3. I'm ***not concentrating*** (at the moment), so this page is difficult to understand.	If I ***were concentrating*** (at the moment), I ***would understand*** this page.
4. I ***don't like*** coffee, so ***I'm*** really ***not enjoying*** this breakfast.	If I ***liked*** coffee (or) if I ***did***, I ***might be enjoying*** this breakfast.
5. Ali ***can't pass*** the driver's examination so he ***will not have*** his license anytime soon.	If he ***could***, he ***would have*** his license now.
6. I ***have*** a cold, so I ***can't go*** out tonight.	If I ***didn't have*** a cold, I ***could go*** out.

NOTE: In sentences 1, 2, 3, 4, and 5 on the left, all the statements are negative, but the restatement of the ideas in the conditional sentences on the right is in the affirmative.
Sentence 6 is in the affirmative, but the conditional restatement is in the negative.

1. don't have	had
2. isn't	were
3. am not concentrating	were concentrating
4. don't like	liked
5. can't pass	could (pass)
6. have	didn't have

Grammar (2)

WOULD RATHER and HAD BETTER:

(They) would rather daydream...
He had better go back...

NOTES:
1. "Would rather" means "prefer to".
2. "Had better" means "it is better".
3. These expressions are made negative by placing "not" after "rather" and "better"
4. Other ways of using *prefer* are:

(a)

He preferred tea to coffee.
He prefers tennis to football.

(b)

He prefers living in the country to living in a city.
He prefers boating to fishing.
He preferred going to the cinema.

(c)

He prefers to live in the country rather than (*live*) in a city.
He prefers to talk rather than listen.
He preferred to remain at home rather than go hunting.
We can use *would rather* in place of *prefer... rather* in (c) if the sentence is in the present tense:
He would rather live in the country than in a city.
He would rather talk than listen.

Exercise 1.

1. Use (prefer... to ...) in sentences with: summer and winter; apples and oranges; riding and walking.
2. Use (prefer to... rather than ...) in sentences with: study Italian... Latin; take a taxi... walk; steer... row.

Exercise 2. *Rewrite the sentences with* WOULD RATHER.

1. Mehri prefers to speak English.
2. They prefer to learn mathematics.
3. Reza prefers to listen to the radio.

Exercise 3. *Rewrite the sentences with* HAD BETTER.

1. It is better for us to go to a lecture tonight.
2. It is better for him to know the answer.
3. It is better for me to get rid of these old stamps.

Exercise: 4. *Complete the following sentences.*

A. Type I: Present Real

1. If it snows, ______________________________
2. If the streets are icy, ______________________________
3. If I have to wait for the bus in the cold weather, ______________
4. If you can drive tomorrow, ______________________________

5. If it has stopped snowing by morning, ______________
6. If the highway department is sanding the roads now, ______________
7. If the landlord doesn't turn on the heat in my apartment, ______________
8. If he has already turned the heat on, ______________
9. If it is snowing when our class is over this afternoon, ______________
10. If I wear my boots tomorrow, ______________

B. Type II: Present Unreal

1. If I could drive, ______________
2. If I had a car, ______________
3. If I were rich, ______________
4. If I knew where to buy a good used car, ______________
5. If my parents were here, ______________
6. If my roommate had a car, ______________
7. If this city had a good system of public transportation, ______________
8. If I lived closer to the university, ______________
9. If I didn't live so far from the university, ______________
10. If I could get a single room in the dorm, ______________

LESSON TWO

dialog

First listen to the conversation. Then repeat it after the teacher.

THINGS IN COMMON

Leila: Father, are people in other parts of the world very different?

Mr. Ahmadi: No, my dear, not very. Their customs and habits often seem different, but people are the same all over the world. They all want to live happy and peaceful lives.[1]

Leila: Don't their **religions** seem different?

Mr. Ahmadi: Well, in some ways; but at the same time all religions have a great many things **in common.**

reading

FATHER IS BACK FROM MECCA

(Homa's father, Mr. Taban, has come back from Mecca after the Hajj **pilgrimage.** He is telling his children about his trip.)

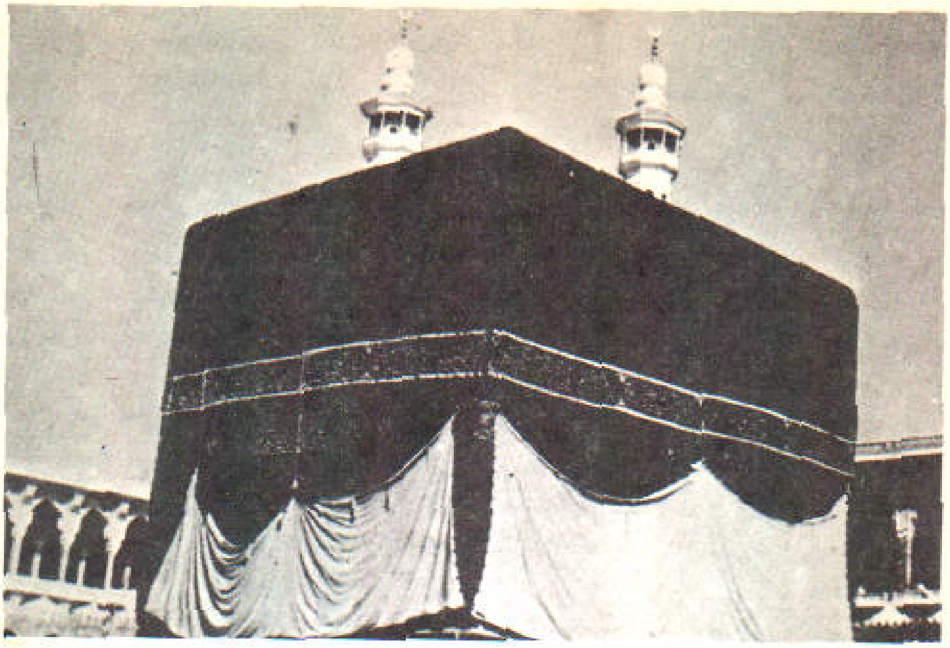
Homa: Father, I've been thinking about Safa and Marvah. You said in that **ceremony** you had to make seven trips between them, but I didn't understand why. I think Ali and Zohreh, too, would be interested in knowing the reason for these trips.

Mr. Taban: Well, there are several stories about the ceremony at Safa and Marvah. I'll tell you the one that I read in a book. It is about the **Prophet** Abraham and his wife Sarah.

Abraham and Sarah were a very happy **couple**, and they loved each other very much. After they had been married for some time, she still had not had any children. This worried her very much. **Finally,** she asked Abraham to marry their Egyptian **maid,** Hajar.

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1. *lives* is plural of *life.*



Homa: But Abraham wouldn't do that if he loved Sarah, would he?

Mr. Taban: No, he didn't want to. But Sarah insisted and said that perhaps Hajar would bring a **baby** into their home. At last, Abraham agreed. When Hajar heard that she would become Abraham's second wife, she felt very **honored.** They all lived together **for a while,** but finally it was God's will that Abraham, Hajar and their son Esmael pilgrimaged to the holy Kaaba in order to re-build it.
Hajar and Esmael were taken into the desert by Abraham. Soon after Abraham left, they finished all of the food and water that Hajar had brought. She began to **search for** some everywhere, but she couldn't find any. **Meanwhile,** Esmael became thirstier and thirstier. Then they came to a place called Safa and Hajar thought that she could see a **spring.** It was at Marvah. She **hurried toward** it, but when she got there, it was gone. All that she found was **sand**. Looking back toward Safa, she thought she saw another spring. Again she hurried toward it. And again all she found was sand. She did this seven times and

	each time she found sand instead of water.
Homa:	What happened to Esmael, Father?
Mr. Taban:	Esmael had sat down on the sand. He was **crying** very hard and had **dug** a hole in the sand with his feet. Hajar noticed that the sand there was wet, so she dug the hole deeper. The sand became wetter and wetter and then suddenly a spring appeared. She was very thankful and immediately said a **prayer** of thanks to God. This spring is known as the Zamzam well. And that is why **it is customary** to make seven trips between Safa and Marvah when a person goes to Mecca.
Homa:	That's a lovely story.
Ali:	Thank you for telling it to us, Father.

DIRECT AND INDIRECT SPEECH

Grammar (1)

Reported Statements

To report what somebody has stated, you can either use quotation marks *(Direct speech)* or a *that* – clause *(Indirect speech).*

(Direct) *He said, "I need more money."*

(Indirect) *He said that he needed more money.*

Indirect speech

In narrative, the reporting verb is usually in the past tense. In this case, certain changes are normally made in converting from *direct speech* to *indirect speech.*

a. Change present tense verbs into the past tense (to match the reporting verb).

b. Change 1st and 2nd person pronouns into the 3rd person.

c. (Sometimes) change pointer words like *this, now, here, tomorrow,* into *that, then, there, the next day, etc.*

Exceptions

There are some exceptions to the shifting of tense in indirect speech.

1. Past perfect verbs in direct speech are not changed in indirect speech.
   "I *had left* before they arrived."
   He said (that) he *had left* before they (had) arrived.

2. Modal auxiliaries like *must, ought to,* and *should* do not normally change. But *must* can also be reported as *had to:*

"you *must* go." ——→ She said that they { *must go.* / *had to go.* }

should (after *I* or *we*) is changed to *would:*

"I *should* be grateful." ——→ He said he *would* be grateful.

But the *should* of obligation remains unchanged.

"You *should* be more careful." ——→ I told him he *should* be more careful.

3. When a statement of fact that is *universally true* is put into the *Indirect Form*, the tense of the verb is not as a rule, changed:

"The earth *moves* round the sun."

He said that the earth *moves* round the sun.

4. Conditional sentences types 2 and 3 remain unchanged.

He says / said, "If I had a permit I could get a job."

He says / said *that if he had* a permit *he could* get a job.

I, he, she, we, they had better remains unchanged.

You had better can remain unchanged or be reported by **advise** + object + infinitive.

Tom said, "The children *had better* go to bed early."

Tom said that the children *had better go* to bed early.

She said, "You'd better not drink the water till it has been boiled."

——→ *She advised us not to drink the water till it had been boiled.*

Exercises

1. *Change the following sentences from* ***Direct*** *to* ***Indirect Speech.***

1. The doctor said, "Ali doesn't feel well today."
2. Reza said, "I know his address by heart."
3. The teacher said, "It's getting late."
4. She said, "I can speak French."
5. She said, "The plane will be an hour late."
6. Ahmad said, "I have read about them in the Koran."
7. The teacher said, "I cannot come tomorrow."
8. She said, "We are going to take a trip next week."
9. The principal said, "I will come as soon as I can."
10. She said, "I was very ill last night."

2. *Change the following from* ***Indirect*** *to* ***Direct Speech.***

1. They said while they were swimming they saw someone examining their clothes.
2. He said that he wanted to go home then.
3. The doctor advised me not to smoke cigarettes anymore.
4. He said that he had never told her the story.
5. He said that they might have anything they liked.
6. He told them that he would help them.
7. He answered that he would put it there the day after.
8. He said that he didn't like my car.
9. She said that her mother had to go to her doctor.
10. I said that I hadn't seen him for a long time.

Grammar (2)

ARTICLES.

The words **a** or **an** and **the** are called "articles".
"A" or **an** is the **indefinite article**, **"the"** is the **definite article.**

— The indefinite article, **a** or **an,** is used:

1. Before a singular noun which is countable:
   A dog is an animal.

2. With a noun complement.
   He is a doctor.

— The definite article is used:

1. Before nouns of which there is only one.
   The sun rises in the east and sets in the west.

2. Before a noun particularized by a defining relative clause.
   This is the book that I promised to give you.

3. Before names of seas, rivers, chains of mountains, oceans, gulfs, and plural names of countries:
   the Atlantic Ocean *the Alps* *the Caspian Sea*
   the U.S.A *the Persian Gulf*

4. Before an adjective used to represent a class of persons:
The great are not always the happy.

5. To show the possessive case:
the leg of the table *the door of the class*

OMISSION: The definite article is not used:

1. Before names of countries, towns and proper names:
Tehran is the capital of Iran.
Einstein discovered relativity.

2. Before abstract nouns used in a general sense:
Air is necessary for life.

3. Before names of material used in a general sense.
Wheat is grown in Azarbayejan.

4. Before names of languages.
She can speak French.

Exercises

1. *Fill in the blanks with the articles where necessary.*

1. Three of the countries that border .... Iran are .... Pakistan, ... Soviet Union, and .... Turkey.
2. .... bench on which you are sitting is comfortable.
3. The box was made of .... wood.
4. He is .... friend I told you about.
5. He is .... only lazy boy in my class.
6. She had .... uniform on.
7. .... gold is a precious metal.
8. .... gold in her ring is very valuable.
9. He used to live in .... one-storey house.
10. .... friend in need is .... friend indeed.
11. He went .... home early this afternoon.
12. .... hour is a long time in .... underground train.
13. .... tea is a usual drink in Iran.
14. .... tea which comes from Lahijan is the best.
15. .... friend of mine studies in .... university in Germany.

2. Take each of the following nouns and compose two sentences in which it is included. In the first sentence use the plain noun (i.e., without the), in the second the noun preceded by the.

air, iron, rice, flour, meat, water, paper, grapes, horses, boys

Reading Comprehension (1)

When you throw a ball into the air, it comes right down. Gravity makes it come down. The earth pulls everything that is on it or near it toward its center. Gravity is the name we give to this pull. No one can change the force of gravity; but if you could turn it off nothing would stay on the earth. Chairs and tables, horses and cars, and you, too, would fly into space. Even water would not stay on the earth.

1. If you throw a ball into the air, it
   A. flies into space
   B. stays in the air
   C. comes right down
2. Everything on the earth is
   A. pulled to the earth
   B. pushed away from the earth
   C. sent into the air
3. We call the pull of the earth
   A. gravity
   B. space
   C. air
4. Gravity can be turned off by
   A. you
   B. no one
   C. the earth
5. Without gravity everything would
   A. stay where it is
   B. fall into the sea
   C. fly into space

dialog

AT THE ART MUSEUM

Parviz: Look at that picture, Ahmad. Isn't it beautiful? Isn't it a work of **art**[1]?

Ahmad: What's the use of art?

Parviz: What do you mean, "What's the use of art?" Don't you like **pretty** things?

Ahmad: Some are all right, I guess, but I'd much rather see a football match than look at pictures.

Parviz: You probably also care more about what you eat than what you see!

Ahmad: Of course, I do. Eating makes you feel good, but art doesn't.

Parviz: Don't **make fun of** art. What you see can **affect** you much more quickly and deeply than what you eat.

reading

SOME USES OF ART

Parviz: Mr. Rod, it's important for us to know about art, isn't it? My brother says it isn't.

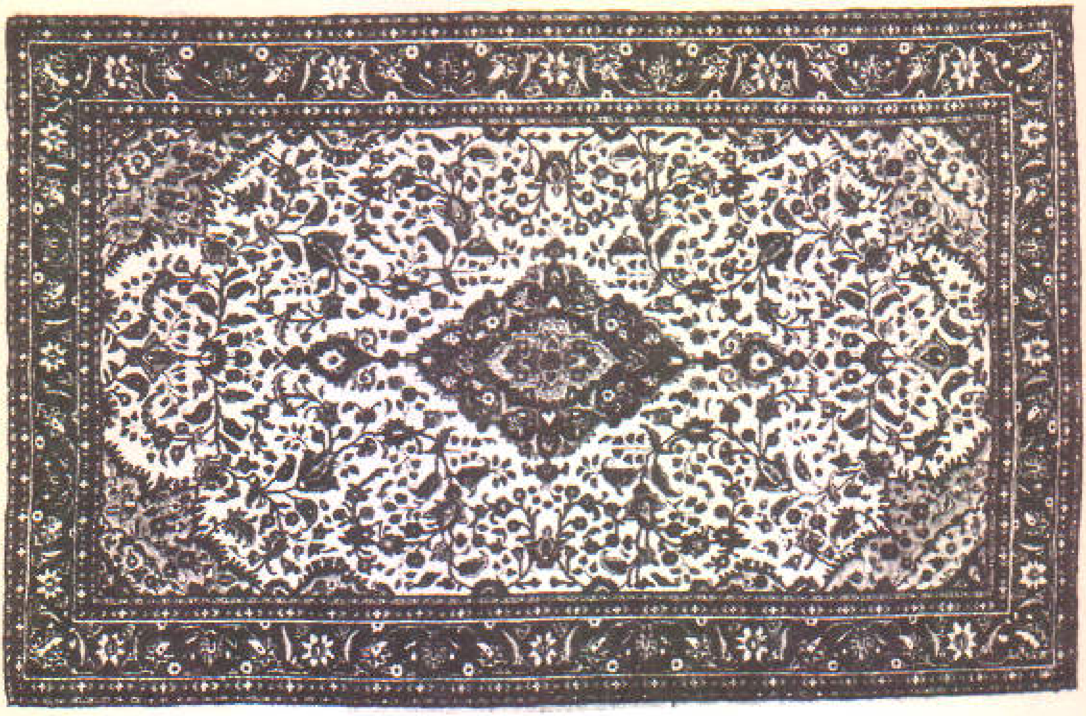
Mr. Rod: Of course, it is, Parviz. Your brother probably doesn't think about anything except sports and eating just now. Don't worry, many boys are like that when they are young. Then little by little they begin to **pay attention** to art.

Parviz: But, he said that art had no use at all. It does, doesn't it?

Mr. Rod: Yes, it has many uses. Can you **imagine** walls without pictures on them, or parks without statues in them, or cities without beautiful **mosques** and buildings in them? Art is around us all the time, but often we don't notice it.

---

1. a work of art = a very beautiful picture, statue, building, etc.



If someone had **taken** the pictures **off** our walls last night, would you have noticed it when you came to class?

Parviz: Yes, I would have. The walls would have been **bare**.

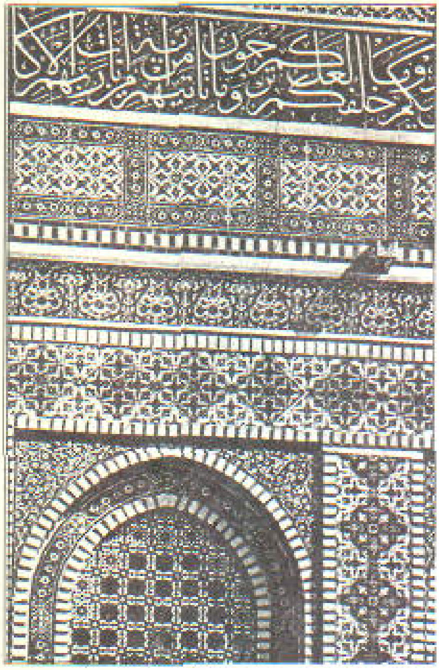
Mr. Rod: Bare, and also uninteresting. Our eyes like to have things to look at. It might be a picture of a person, or a place, or a beautiful **scene**. These are the kinds of pictures that we usually find in our homes.

But, if you had gone to the art **museum** yesterday, you would have seen a **slightly** different kind of pictures.

In **public** places like art museums and offices you often find portraits of famous men and women, and pictures of important historical **events.**

In parks and city **squares** you see another use of art. There you find statues of great men and women.

These statues and the pictures in public places **fill** our hearts with pride about our country. On the other hand, the pictures in our homes make us feel happy about our family, or **cheerful,** or restful. Some pictures fill our minds





with very pleasant memories, while pictures of far away places fill our minds with **curiosity** and wonder.

Parviz: How can buildings be art? They are very different from **paintings** and statues.

Mr. Rod: Yes, they are different; but important buildings are also **designed** to please one's eyes and mind. Some buildings give an impression of strength and power, some express beauty, and some seem to be part of the **landscape.**

Art has always been a part of man's life, and it has usually been used to express the things that were important in his life. Sometimes people drew pictures of the animals that provided their food. Sometimes they made designs in **pottery,** cloth or metal to express their customs. Sometimes they made small statues about their lives. And sometimes they designed special buildings and palaces.

As I said, art is all around us, and we can learn a great deal from it, both of the **past** and the **present.** Your brother would have **appreciated** art a little more if he had understood this.

Grammar(1)

Conditional sentences

Type III: Past Unreal
Meaning: Refers to a situation that did not happen.

I'm sorry that ***I did not have*** *any free time to talk with you.*
If I ***had had*** *any free time,* ***I would*** *gladly* ***have met*** *with you.*

Time Reference: The past
Tense Combinations:

Dependent (Subordinate) Clause	***Independent (Main) Clause***
past perfect	would
past perfect continuous	could +have+past participle
passive: had+been+past participle	might
	should
If Reza had studied,	he would have passed the exam.
If Reza had been studying,	he could have passed the exam.
If Reza had been told about the exam,	he might have studied for it.

Additional Notes

Omitting "if"

The word "*if*" may be omitted when it is followed by an auxiliary verb such as should, had, were. Notice the position of the auxiliary when "*if*" is omitted.

If I should see him today, I'll tell him to call you.
Should I see him today, I'll tell him to call you.
If he were home now, you could call him.
Were he home now, you could call him.
If I had known you wanted to talk with him, I would have told him yesterday.
Had I known you wanted to talk with him, I would have told him yesterday.

Wish

Because "*wish*" indicates a situation that is unreal, it is always followed by a past tense to indicate present time (type II) and a past perfect to indicate past time (type III).

I wish I ***knew*** how to drive. (But I don't) (present time)

I wish I ***had learned*** when I was in high shcool. (But I didn't) (past time)

Exercises

1. *Complete the following sentences.*

1. If Ali had studied, ______________________________
2. If he had known all the answers to Part III, ______________________
3. If the teacher had given us more time, ______________________
4. If I had not been late for the exam, ______________________
5. If the test had been easier, ______________________
6. If she had not missed so many classes before the test, ____________
7. If I had remembered to wear my eye glasses, ______________________
8. If you had not talked to me during the test, ______________________
9. If the teacher had believed me when I said I had not been talking,—
10. If I had gone to bed earlier on the night before the test, ____________

2. *Complete the following sentence by inserting in the blank spaces the correct part of any verb you think suitable.*

1. If I .... time, I could have met with you.
2. If he sees his friend, he ...... him to buy some bread.
3. Don't worry. If we ...... of fuel, I'll have some extra gas in the trunk of my car.
4. They could have come sooner if my father ...... them.
5. Had the price of gas gone down, I ...... a bigger car.
6. My brother might have agreed to fly last month if there ..... so many airplane accidents.
7. If my parents .... rich, I would help the poor and the needy.
8. If the final exam ...... easy, I might get an A in grammar.
9. I wish I .... a car.
10. I wish I ...... him yesterday evening.

Grammar (2)
Two – word Verbs

a. Verb + preposition + object: *The teacher looked **at** the students.*
b. Verb + particle + object: *The teacher called **up** the students.*

Notice the position of the pronoun *them* in relation to the preposition *at* and the particle *up*.

1. *He looked **at them.***
2. ***He called them up.***

Comments:

1. With *prepositional* expressions, like *look at*, the object pronoun must follow the preposition.
2. With *particle* expressions, like *call up*, the object pronoun must be placed *before* the particle.
3. These combinations may be divided into two groups: those which must always remain together in the sentence and those which can be separated.
4. Common prepositions are: *on, at, to, from, for, of, into.*
5. Common particles are: *up, down, on, off, in, out, away, back, over.*

Prepositions (Inseparable)

Look *at* the book. ——→ Look at *it*.
Ask *for* the letter. ——→ Ask for *it*.

Particles (separable)

Put *up* your hands! ——→ { Put your hands *up*. / Put *them* up. (raise them) }
Fill *out* the form. ——→ Fill *it* out.

Some Two – word Verbs

Group A *(verb + particle)*
add up, call up, fill out, find out, give back, give up, hand in, hand out, leave out, look over, look up, put away, put on, put out, put up, take off, talk over, throw away, turn on, turn off, write down.

Group B *(verb + preposition)*
ask for, go over, look for, call on, look out, listen to, run across, run out, search for, wait for, think of.

Exercises

1. *Rewrite these sentences with* **Group A** *verbs. Use object pronouns in your sentences.*

Example: Fill out the form please.
Fill *it* out please.

1. Take off your glasses.
2. Leave out the numbers.
3. Put on your shoes.
4. Hand in the homework.
5. Hand out the papers.

2. *Answer the following questions with* **No.** *Use object pronouns in your answers.*

1. Did she turn on the lights?
2. Did you hand in your homework?
3. Did you put out the fire?
4. Did the teacher look over the words?
5. Did the teacher hand out the test?

3. *Rewrite the following sentences with* **Group B** *verbs. Use object pronouns in your sentences.*

1. Look out for cars.
2. He won't run out of paper.
3. Ask for the dictionary.
4. Listen to the teacher.
5. Wait for Mr Shirazi.

4. *Answer the following questions with* **No.** *Use object pronouns in your answers.*

1. Should you go over the new assignment?
2. Did you run across Nader in the bank yesterday?
3. Did they search for their car?
4. Did you look for your pen?
5. Did you think of his name?

REVIEW

Some things do not change

Modern pottery is very like that of ancient times. Men began to need pots when they began agriculture. They needed pots to cook their new food: grain, peas and beans. These foods have to be cooked slowly in water. They shaped the first pots inside baskets and baked them on an open fire. Later they invented a new method. They took a long thin roll of clay and coiled it round and round. They smoothed the pot with their fingers and baked it in an oven. Then, about 3,000 B.C., a man invented the potter's wheel. The potter put some clay in the middle of the wheel and turned the wheel very quickly. He shaped the pot with his fingers. A good potter could work quickly. He could sell a lot of pots, too, if they were beautiful. Potters were the first craftsmen – and artists. They painted flowers, animals and other patterns on their pots. Modern pots, cups, plates and vases are sometimes made of porcelain – fine white china – but they are like the vases, plates, cups and pots of ancient times. But porcelain is not new. The Chinese invented it about 700 A.D. Some things have changed very little since ancient times.

MULTIPLE CHOICE QUESTIONS

Only one answer in each exercise is right. Choose (a), (b), (c) or (d).

1. Men began to make pots because they
   (a) were farmers and hunters.
   (b) wanted them to cook food in.
   (c) wanted to cook them in food.
   (d) could make baskets with them.
2. Potters sold their pots to people who
   (a) could not use their potter's wheels.
   (b) were craftsmen and artists.
   (c) liked flowers and animals in their pots.
   (d) did not make their own pots.
3. Men...... pots before they began agriculture.
   (a) were not used (b) used not (c) did not use (d) have not used

4. The potter's wheel was invented about five thousand years ....
(a) past (b) before (c) since (d)ago
5. A good potter could sell .... pots very easily.
(a) his (b) he (c) its (d) their
6. A craftsman is a man ...... does skilled work for money.
(a) he (b) who (c) what (d) which
7. Modern pottery means pottery of our ....
(a) today (b) life (c) year (d) time
8. Modern pottery is almost the same ...... ancient pottery.
(a) like (b) that (c) as (d) than
9. The first potters ...... clay inside baskets and shaped pots inside the baskets.
(a) kept (b) got (c) took (d) put
10. Then they made pots with a roll of clay. It was not a short ...... roll of clay.
(a) fat (b) big (c) solid (d) wide
11. A good potter could ...... a lot of work in one day.
(a) make (b) use (c) do (d) have
12. Porcelain is white and very ....
(a) handsome (b) well (c) thin (d) sunny

Vocabulary Recognition

1. *Only one answer is correct in each case. Choose the correct answer that has the same meaning as the word in italic type.*

1. The teacher wanted us to *fill out* the sentences.
a. arrange b. complete c. check d. omit
2. Would you please *give back* the papers to students?
a. return b. bring c. collect d. read
3. One failure after another *put out* my hopes.
a. burnt b. broke c. ashamed d. extinguished
4. The policeman *looked over* my license.
a. gave b. wanted c. examined d. found
5. The student *looked up* the new word in the dictionary.
a. found b. lost c. wrote d. read
6. Our English teacher hasn't *handed out* the tests yet.
a. distributed b. made c. chosen d. typed
7. He *went over* a great many points in his speech.
a. played b. caught c. put d. reviewed

8. Kamal and Djamal are *talking over* their trip to Dezful.
   a. discussing b. writing c. reading d. looking
9. After three minutes his time *ran out on the telephone* call.
   a. began b. came to an end c. started d. increased
10. In copying these sentences, be careful not to *leave out* any words.
   a. read b. add c. omit d. stop

2. *Complete the following sentences by supplying the correct form of the verbs given in the parentheses.*

1. I won't go out now as it *(rain)* and I *(not have)* an umbrella.
2. The last train *(leave)* the station at 11:30 every morning.
3. The car had nobody in it but the engine *(run)*.
4. There had been an accident and men *(carry)* the injured people to an ambulance.
5. Two men *(fight)* at a street corner and a policeman *(try)* to stop them.
6. As I *(cross)* the road I *(step)* on a banana skin and *(fall)* heavily.
7. Nobody *(see)* him since last week.
8. If you think it over, you *(see)* that I am right.
9. If he worked more slowly, he *(not make)* so many mistakes.
10. If he had known the whole story, he *(not be)* so angry.

3. *Finish these sentences, taking care to use the correct tense.*

1. If you ate less....
2. Try on the blue one if...
3. Unless it is a nice day...
4. I'd have brought my coat...
5. If the fire had been noticed earlier...

4. *Change the following from Direct to Indirect Speech.*

1. "I have something to show you", I said to her.
2. "Nothing grows in my garden. It never gets any sun", he said.
3. "I'm going away tomorrow, mother," he said.
4. "I have been in Sirjan for a week, but so far I haven't had time to visit the bazaar."
5. "I've no idea what the time is but I'll dial 119 and find out", his daughter said.

5. *Make questions for the following answers.*
1. Many people attended the meeting.
2. Much of the food was bad.
3. Only one of the runners heard the starting pistol.
4. A little money was spent on this plan.
5. No, I don't lend my books to any of the students.

6. *Give complete answers to the following questions.*
1. If you had to live alone on a desert island what would you take with you?
2. If that is not your book, then whose is it?
3. Has anyone touched the television today?
4. Generally speaking, do you enjoy traveling by plane?
5. Have you decided which course you are going to take?

7. *In the following passsage a number is placed in each of the blank spaces. Fill in the space with the word or expression which has the same number in the list given at the foot of the passage. Insert* **the** *before the word or expression if you think it necessary.*

My uncle lives in a large house built of (1). He works in (2) of (3), which is situated in (4). He goes there by (5) every morning, and stays there all (6). When he comes home in (7) he often feels tired. As soon as he gets in he has a cup of (8), and after that he feels refreshed. When he has had a meal he sits down and reads (9) which he bought on his way home. When he has finished with (10) he will sit listening to (11), or smoking. He sometimes smokes a pipe, but he prefers (12).

List *of words and phrases to be inserted:*

1. stone	5. bus	9. newspaper
2. local office	6. day	10. newspaper
3. Barclays Bank	7. evening	11. radio
4. East Street	8. coffee	12. cigarettes

8. *Put the correct forms of the verbs in the parentheses.*
1. Mina .... (to help) my little brother last night.
2. I .... already ....(to think) about your plans.
3. She .... (to explain) some European customs to us last year.
4. They .... (to spend) a great deal of money since last June.
5. The house .... (to catch) fire last week.

6. She .... (to feel) very unhappy since her friend died.
7. They .... already .... (to leave) the house.
8. He .... (to act) beautifully in the play last night.
9. They .... (to ring) the bell at 8 o'clock since the beginning of spring.
10. He ....(to choose) a nice hat yesterday.
11. My sister .... (to wear) glasses since last month.
12. This area .... already .... (to become) crowded.
13. He .... (to win) the Nobel Prize last year.
14. I....... (to hang) a beautiful picture on the wall last night.
15. An honest person always ..... (to tell) the truth.
16. She .... (to lose) a lot of money since the beginning of the year.
17. My uncle .... (to sell) his home in 1970.
18. He stood and .... (to hold up) his hand.
19. He ...... already ...... (to swim) 100 meters.
20. They ...., (to speak) French yesterday.

ENJOY IT

To My Parents

When I was young
and learning to dream,
you were always there
you listened ... and encouraged
me to follow
my dreams.
You helped me to become
all that I am.
Because you believed in me
I learned to believe
in myself.
Thank you for everything.

LESSON FOUR

WRITING

Introduction

Writing is an ancient art and a modern **necessity.** It first began with **marks** on stones and tablets. Today we use pens and pencils on paper. These are now our main **tools** for writing. These tools can be bought by anyone; however, the ability to use them to express ideas cannot be bought. It must be learned through practice.

Writing Skills

A person needs several writing skills before he can express himself well. The most important of these are correct **grammar, sentence patterns, punctuation** and capitalization. Without these, it is very difficult to **communicate** with others in writing. The way we put words together is the main thing that tells other people what we are thinking about.

Words themselves are more than names for things. They express our feelings. They **interpret** our experiences. They build our knowledge. But by themselves they are **nearly** useless. Without correct sentence patterns and grammar, words are usually misunderstood; and without correct spelling, punctuation, and capitalization they are often meaningless.

Kinds of Writing

One of our most useful and most common forms of communication is letters. We all like to hear from our friends, our brothers and sisters, and our parents. We also like to write to them about ourselves, our experiences, and many other things. Letters are a very practical form of writing and one in which we can use any kind of writing that we want. Usually, however, we write **narratives, descriptions**, or **explanations.**

Narrative writing, as we have said before, is a story about something that has happened. It may be one of our experiences or a friend's experiences. However, it can also be a story about an important event, something humorous, or even our daily **activities.**

Descriptive writing, on the other hand, is used to describe things; for example, a pencil, a picture, or a piece of fruit. **In addition,** it can be used to describe the **flavor** of your **favorite** food, **fragrance** of a flower, beauty, or the way you feel. In writing descriptive **statements,** we must always pay

attention to details.

Explanations are the third kind of writing. Nearly every day a person has to explain something to someone. It may be why something happened or how something happened. A friend, for example, may ask you to explain a word or part of a lesson, or he may ask you to explain the way you did something. Your explanation could be your own ideas or your interpretation of what other people have said or written.

Summary

You will sometimes find that these three kinds of writing are **combined** with each other. Descriptive writing, for example, may form an important part of a story or of an explanation. Many storytellers like to give descriptions to make their stories seem more exciting and more **real.**

As a person writes narratives (stories), descriptions, and explanations, he gradually **develops** his ability to express himself more clearly. He also finds that he is able to communicate his thoughts and ideas to others more **effectively**.

Comprehension Questions:

Answer the questions.

1. What are the tools that we usually use for writing?
2. What must we learn in order to write correctly?
3. What are words used for?
4. What are three kinds of writing?
5. What is the aim of each kind of writing?

I. GRAMMAR AND PRACTICE

- **I.A:** *See a table of active tenses and their passive equivalents:*

Tense/verb form	Active voice		Passive voice
simple present	writes	→	is written
present continous	is writing	→	is being written
simple past	wrote	→	was written
past continous	was writing	→	was being written
present perfect	has written	→	has been written
past perfect	had written	→	had been written
future	will/can write	→	will/can be written

Exercises 1. *change the following sentences from active to passive voice.*

1. Mr. Ahmadi teaches this class.
2. The teacher corrects our compositions.
3. They sell the magazines everywhere.
4. She broke the plate on purpose.
5. You must send the letter at once.
6. They will finish the work tomorrow.
7. She has signed the letters before.
8. Zahra is typing the letter right now.
9. They were carrying the soldier to the ambulance.
10. They are repairing the bridge these days.

2. *Turn the following sentences into the active voice. Where no agent is mentioned one must be supplied.*

1. It is now 8 a. m. and at most of the hospitals in the country patients are being visited by the doctors.
2. Why wasn't the car either locked or put into the garage?
3. Your money could be put to good use instead of being left useless in your safe.
4. The referee was being escorted from the football field by a strong police guard.
5. This exercise was explained to class.
6. Many houses were built for those who have no place to live in by our government.
7. He is often taken for his brother by people.
8. The money was added up by the clerk.
9. A light was turned on and the door opened.
10. Thank you sir. It has been done perfectly.

Reading Comprehension (2)

Your heart never takes a rest because it beats all day and all night. Even when you sleep, it does not stop working. It sends blood all through your body. The blood carries food and oxygen, which your body requires all the time. But your body needs more food and oxygen when you are active. Then your heart beats very fast. When you rest, your heart slows down because your body doesn't need so much food and oxygen then.

1. Your heart works

   A. only when you sleep

B. day and night
C. most of the time

2. Your heart sends blood to
   A. all parts of your body
   B. your arms and your legs
   C. your head and your hands
3. Your body needs food and oxygen
   A. only when you rest
   B. only when you run
   C. all the time
4. When you rest, your heart
   A. stops working
   B. slows down
   C. beats fast
5. Your body needs the most food and oxygen when you
   A. sit down
   B. are active
   C. sleep

Word Game

Match a word in Column A with a word in Column B to make a new word.

A	B	
1. be	a. form	**besides**
2. with	b. brow	______
3. in	c. quarters	______
4. eye	d. sides	______
5. air	e. fully	______
6. care	f. mate	______
7. class	g. out	______
8. head	h. port	______

LESSON FIVE

ARCHEOLOGY

How would you like to take a trip back in time? Back 1000 years, 2000 years, or more?

Everyone knows that life **then** was very different from what it is now. There weren't any airplanes, **automobiles,** telephones, radios, or **guns.** People dressed differently, ate differently, and enjoyed themselves in different ways. But what was life **actually** like **long ago?**

Archeologists

The people who can answer this question are archeologists. They are scientists who spend most of their lives studying the life and **culture** of ancient peoples. They begin by learning as much as they can about ancient **civilizations.** Then they go to the **ruins** of an ancient city and they begin to dig. They have to **remove** all the sand that covers the ruins, but at the same time they must work very carefully. If they don't, they may destroy or lose important **clues.**

An archeologist searches for everything; for example walls, pottery, tools, and **toys.** Sometimes he also finds **jewelry,** precious stones, tablets and artistic **carvings.** He may also find pictures of such events as **funerals, weddings** and victories. As he finds these things, he gradually learns how the people dressed, how they prepared food, and how they enjoyed themselves.

Archeology in Iran

In Iran there are many places where archeologists are working. The






one that many foreigners find the most interesting is Persepolis, or Takhte-Jamshid. Although the magnificent palace was burned down over 2000 years ago, many stone **monuments remained.** The carvings on the walls show how the people of many different nations dressed then and some of the things that those nations considered important. The writing carved into the walls tells us about the history of the palace, and the stone **columns** and walls tell us about the architecture of the ancient kingdom.

Another archeological **site** that is important for a different reason is Marlik. It is in the northern part of Iran and was a completely unknown site until 1961. What the archeologists discovered at Marlik was part of an unknown civilization that existed more than 3000 years ago.

Comprehension Questions:

Answer the questions.

1. What does everyone know about life in the past?
2. What is an archeologist?
3. What are the things that an archeologist searches for?
4. What are the important monuments that one can see at Persepolis?
5. Why is Marlik considered important?

Grammar (1)

Indirect Questions.

Mary asked me, "Where did your classmates go?"
Mary asked me where my classmates had gone.
Mr. Smith said to us, "*Why does Amir pretend* to like ice tea?"
Mr. Smith asked us why Amir pretended to like ice tea.
His grandmother said," Isn't John ashamed of what he did?"
His grandmother asked if (whether) John wasn't ashamed of what he had done.

Our hostess usually asks, "Would you like some more tea?"

Our hostess usually asks if (whether) we would like some more tea.

The nurse will say, "Can you come at five?"

The nurse will ask if (whether) I can come at five.

NOTES:

1. a. If the reporting verb is in the present or future tense, the other verbs do not change.
   b. If the reporting verb is in the past tense, the other verbs are usually changed.
2. Use statement word order (Subject+Verb) in indirect questions.
3. If the direct question is a "yes / no" question, the indirect form must be introduced by " if " or " whether "

EXERCISE

1. *Change the following sentences into indirect*

1. He always asks me, "What time is it?"
2. Maryam asked the teacher, "How old is our civilization?"
3. I sometimes say, "Shouldn't he be ashamed of himself?"
4. Her guests will ask, "When is the wedding going to take place?"
5. I said to the clerk, "How much does the gun cost?"
6. Jack asked me, "Are you going to be honest with me?"
7. The students asked, "Where will the football matches be held?"
8. The tourist asked the guide, "What do those carvings mean?"
9. My sister asked me, "Did you like your visit to the museum last week?"
10. I said to the principal, "Why do you accept such unreasonable answers?"

2. *put the following into direct speech.*

1. I asked why he was looking through the microscope.
2. He asked who had put salt in his tea.
3. The cook asked which of them knew how to prepare kabab.
4. I asked them what their new house was like.
5. The doctor asked her if she could read the last line on the chart.
6. He wanted to know whether they had understood what I had said to them.
7. She asked if he was leaving that day or the following day.
8. The policeman asked the woman if she would mind if he looked inside her bag.
9. My uncle asked if I was going to let him in or if I wasn't.
10. He asked his sister if she had gone to Ardabil for her holidays or if she had stayed at home.

Grammar (2)

*prepositions of **Manner** and some other types of **prepositions***

Prepositions of Manner

1. You can go *by* bus (car, train, ship, plane).
2. He went *on* foot (horseback).
   I like to travel *on* a train (ship, plane).
3. We came here *in* a car (taxi).
   Please write *in* ink (pencil).
   She speaks *in* a low voice.
   He left *in* a hurry.
4. I accepted your invitation *with* pleasure.
   The teacher greeted him *with* a smile.
   The car started *with* a jerk.
5. He walks *like* an old man.
   You speak *like* an authority on the subject.

Some other types of prepositions

1. Agent (orInstrument) – *by* and *with*

This poem was written *by* Hafez.
The door is opened *by* a student.
Try opening the door *with* this key.
I can write better *with* my own pen.

***2. Accompaniment** – with*

He went *with* her to the store.

Try some of this sauce *with* your meat.

***3. Purpose** – for*

This door is *for* emergency exits only.

I need to go to the store *for* a loaf of bread.

***4. Association** – of*

The new wing *of* the building is almost completed.

We heard the news *of* your promotion from Ahmad.

***5. Measure** – of* and *by*

I want three quarts *of* milk and a pound *of* cheese.

One – third *of* the students are from Tehran.

Coffee is sold *by* the kilo, but ribbon is sold *by* the meter.

Exercises

***1.** Choose the correct preposition in the following sentences.*

1. We accept your kind invitation *(by, with)* pleasure.
2. Always sign important papers *(by, in)* ink.
3. Over one-third *(in, of)* the oranges are spoiled .
4. Would you rather write *(by, with)* a pen or pencil?
5. Do you like to travel *(in, by)* bus?
6. He toured the country *(in, by)* a station wagon.
7. How would you like to go *(by, with)*us *(by, in)* our car?
8. The door *(of, at)* the house is painted red.
9. These oranges are sold *(of, by)* the dozen.
10. This cake is *(for, to)* lunch.

***2.** Complete the followinɡ sentences with correct prepositions.*

1. He goes ..... his office every day except Friday. On Fridays he stays ..... home and works ..... the garden.
2. We arrived ..... the airport ..... good time for the plane.
3. Can I look up a word ..... your dictionary? I left mine ..... home.
4. There was an accident ..... the crossroads ..... midnight last night. Two men were taken ..... hospital. I believe one of them is still ..... hospital.

5. I'm going to Hamadan ..... Monday ..... Javad. Would you like to come ..... us?
6. The car stopped ..... the traffic lights and wouldn't start again, so the driver got ..... and pushed it ..... the side ..... the road.
7. Someone threw a stone ..... the speaker. It hit him ..... the head and knocked his hat....
8. How do you go ..... school?
   It depends ..... the weather ..... wet days I go ..... taxi; ..... fine weather I go ..... foot.
9. My mother said, "You ought to be ashamed ..... yourself for coming ..... my nice clean kitchen ..... muddy shoes.
10. He sits ..... his desk all day ..... his head ..... his hands. It gets ..... my nerves.

ENJOY IT

A Mother's Love

A special kind of love ... a sharing heart filled with patience and forgiveness, that takes your side even when wrong. Nothing can take its place.

Transport and machines for the handicapped (Part One)



Fitting of artificial limbs is an involved procedure since they have to be tailor-made. In this case the patient has to be assisted with learning to walk using the new leg, at first with the aid of sticks and eventually completely unaided. The jointed limb is designed to match the behaviour of a real limb as closely as possible.

Many disabled people need help to overcome the difficulties of everyday life. Their major problems are numerous. One of these is moving about, both inside their homes and outside. Many of these handicapped people have difficulty with reaching up high or with stooping down low. Some manage with little or no assistance. Others need continual help.

Nowadays, many mechanical and electronic aids are being used to help such people overcome their handicaps and cope more easily by themselves. Computers have been used for a long time to control machinery in factories. Recently it has become possible to make very small computers called microcomputers. These are used in pocket calculators, and digital watches. Machines using this new technology are now being made to help

disabled people lead more normal lives.

Disabled people often find difficulty in getting around. A physically handicapped person may own a wheelchair. Chairs can be operated by single levers controlled by a finger, movement of a toe, or even by a suck-and-blow mechanism using the mouth.

Powered wheelchairs may sometimes be folded and carried in a car. However, they are larger than the older hand-operated ones. Some vehicles are fitted with a special hoist to help a disabled person get both the



This vehicle is specially designed car for the chairbound. Its large rear door allows easy access up a small ramp. Once inside, the wheelchair is locked into the driving position. The controls are hand operated and can be adjusted to suit the individual.

wheelchair and himself inside. Some vehicles are modified to have either all hand-operated controls, all foot-operated controls, or one-hand and one-leg controls.

Blind people have traditionally used guide dogs or a white stick to help them in their travels. However the white stick may one day be replaced by electronic devices that produce an audible signal which the blind person can use to move about safely and avoid obstructions. However, such equipment is difficult to use, and full training is necessary.

Tense Review

1. *Put the verbs in brackets into the simple present or present progressive (whichever you think is correct).*

1. The Iranians *(live)* in Iran.
2. Mr Shirazi *(go)* to the office in his car each morning.
3. Reza cannot come out to play just now, as he *(do)* his homework.
4. An honest person always *(tell)* the truth.
5. The workmen *(repair)* the road near our house.

2. *Put the verbs in brackets into the simple past or the past progressive form. Make any necessary changes.*

1. He *(cross)* the room and *(sit)* down in the chair.
2. Who you *(talk)* to on the telephone as I came in? I *(talk)* to Mr Emami.
3. He usually wears a coat but when I last saw him, he *(wear)* an over coat.
4. I just *(open)* the letter when the wind *(blow)* it out of my hand.
5. When I *(hear)* his knock I *(go)* to the door and *(open)* it, but I *(not recognize)* him at first because I *(not wear)* my glasses.

3. *Put the verbs in brackets into present perfect or the simple past tense (whichever you think is correct). Make any necessary changes.*

1. I *(read)* his books when I was at school. I *(enjoy)* them very much.
2. I can't go out because I *(not finish)* my work.
3. I *(write)* the letter but I can't find a stamp.
4. Here are your shoes; I just *(clean)* them.
5. You *(see)* the moon last night?

4. *Put the verbs in brackets into the present continuous or the future tense, using the present continuous where possible. Make any necessary changes.*

1. I am sure that I *(recognize)* him.
2. He *(play)* in a tennis match on Friday.
3. I *(believe)* it when I see it.
4. Where you *(meet)*them?
   I *(meet)* them at night inthe mosque.
5. Look! I've broken the teapot. What the man *(say)*?
   He *(not mind)*; he never liked that one.

5. *Put the verbs in brackets into the active or the passive voice (whichever you think is correct). Make any necessary changes.*

1. The passive form of the verb *(use)* quite a lot.
2. Parking in this street *(forbid)*.
3. Carelessness *(cause)* many accidents nowadays.
4. He *(break)* his leg in an accident.
5. What questions *(ask)*?

Reading Comprehension (3)

Today men try to save the nation's forests. Not very long ago all the trees in a forest were cut down at one time. Now trees are cut down only where they grow too close together. The trees left standing can then grow bigger and taller because they have more room in which to grow. Each tree is able to get food from the soil and sunshine from the sky without interference from other trees. These trees also drop seeds so that new little trees will grow. By preserving forests, we will always have enough wood for houses and furniture.

1. In the past, trees in a forest were cut down
   A. only when they grew close together
   B. only when they died
   C. all at one time
   D. only if they were big and tall
2. Today men are cutting down trees that
   A. grow too close together
   B. drop seeds
   C. have died
   D. cannot get food from the soil
3. Today, only some trees are cut down so that
   A. the trees left standing have room to grow in
   B. there will be more land for farming
   C. there will not be so many forest fires
   D. people can get through the forest
4. Today some trees are left standing so that
   A. birds can nest in them
   B. people can sit in their shade
   C. people can enjoy their beauty
   D. they can grow big and tall
5. This story is mainly about
   A. houses and furniture
   B. saving forests
   C. different kinds of trees
   D. lumbering

LESSON SEVEN

Transport and machines for the handicapped (Part Two)



Computers can help the severely handicapped perform many everyday tasks such as switching on lights, or answering the telephone. They are also used as learning aids.

Handicapped people may not be able to see, hear or speak properly. Blind people have been able to read for over one hundred years, thanks to a blind Frenchman named Louis Braille. He invented a system of raised dots which could be felt with the fingers. This enabled the letters of the alphabet to be recognized. Various instruments are available that allow blind people to type Braille patterns on to paper. New machines now enable ordinary books and letters to be read by the blind without first being translated into Braille. There is a great need for machines that talk. Small computer-controlled speech units are now added to electronic calculators, the keypads of modern telephones and even typewriters.

Typewriters no longer have to be controlled just by the fingertips. A breath - controlled typewriter uses a special mouthpiece to select the letters which the user wants to type. Blowing again then types the letter. Modern electronics have made this sort of typewriter far easier to use. A whole line

of type may be stored in a computer memory. This can be corrected if necessary, and then printed a line at a time. Some handicapped people are able to type at a computer terminal using either their nose or their feet, instead of their fingers. In addition to typing, they are able to write computer programs. These are the series of commands which tell computers exactly what to do.

Subtitles for those with hearing difficulties have been a common sight on television news programs for some years. Deaf people often have great difficulty taking part in conversation. A deaf person may lip-read one speaker. However, if several people are talking together, details may be missed. Hearing aids have been available for many years. Now the new developments in electronics mean that hearing aids can be made smaller and more complicated. They are also more reliable. Recently, speech recognition computers have become available. These can recognize spoken words and display them on a screen. Unfortunately, the recognition process is at present rather slow. In a few years time it should also be possible to display a visual record of rapid conversation. This will be of great benefit to deaf people.

(Extracted from Machines, Power and Transport. Cambridge Science Universe 1984)

Grammar

Modal Auxiliaries

Auxiliary verbs are "helping verbs". They help other verbs to form negative, question and interrogative forms. These verbs do not give any additional meaning to the main verbs. Auxiliary verbs are:

am, is, are
was, were
do, does, did
have, has, had

Modals are a class of *Auxiliary verbs* that combine with the *base form* of verbs. Their main job is to denote ***different*** shades of ***meaning.*** Look at the following sentences. The grammatical construction of each sentence is the same. ***Are the meanings the same?***

I *will* go with you.
I *may* go with you.
I *can* go with you.
I *must* go with you.

The modal auxiliaries are:

can /could, may / might, shall / should
will / would, must, ought to, had better, would rather

NOTES:

1. Modals + infinitive without to are usually used for present or future time.
2. *should* / could / might / must +*have*+*past participles* express past time.

   a) should + have +past participle expresses things which did not happen.

   e. g. The taxi should have arrived at 8: 30. (but it didn't)

   b) could+have+ past participle expresses the *ability* that was ***not used*** in the past.

   e. g. She could have gotten the highest grade in the exam. (but she didn't)

   c) might + have + past participle expresses *weak* ***possibility*** about past actions or conditions.

   e. g. He might have passed the exam two days (but I doubt)

   d) must + have + past participle expresses ***deductions*** about the past.

   e. g. The lights have gone out. A fuse must have blown.

EXERCISES

1. *Form sentences using the modals.*

Examples: I) Paul *is going to* write a letter tomorrow.
Paul *will* write a letter tomorrow.
II) We *are able to* speak English.
We *can* speak English.
III) It *is possible that* she arrives soon.
She *may* arrive soon.

1. It is possible that Ahmad knows the answer.
2. We are going to have our next English exam next week.
3. Dogs are not able to climb trees.
4. She is going to do the washing tomorrow.
5. She is able to play tennis.
6. It is possible that we attend the meeting next time.
7. When are you going to finish this book?
8. He is able to swim perfectly.
9. If you don't drive carefully, it is possible that you have an accident.
10. How much is he going to give you for this new book?

2. *Form sentences using the modals.*

Examples: I) Helen *has to* take an exam next week.
Helen *must* take an exam next week.
II) You *ought to* write to your parents every month.
You *should* write to your parents every month.

1. We have to get up at six tomorrow morning.
2. Mr Smith has to get a new passport soon.
3. He is too fat. He ought to eat less.
4. He has to stay here all day.
5. She ought to visit her old mother more often.

3. *Fill in the blanks with a suitable modal auxiliary.*

would rather, must, should, may, could
can, had better, had, used to, will

1. It's cloudy. It .... snow tomorrow.
2. I feel very tired. I .... go to bed.

3. Your eyes are red. You .... be catching a cold.
4. I .... have coffee, if it's no trouble.
5. Where .... you be next year at this time?
6. He .... run 100 meters in thirty seconds.
7. Every driver .... obey the traffic laws.
8. When my brother was in high school, he .... swim well.
9. He .... play football when he was a student.
10. I .... to go to the dentist seven times last year.

4. *Complete the following sentences using the words in the parentheses.*

1. Where is the cake? The children ———— it. (may, eat)
2. The lake is frozen. It ———— very cold last night. (must, be)
3. He was late for work this morning. He ———— earlier. (should, get up)
4. I ———— you the money. Why didn't you ask me? (could, lend)
5. He walks to class every day. He ———— close to his school. (must, live)
6. Did you leave your book on the bus? I ———— it on the bus. (may, leave)
7. I didn't wake up in time this morning. I ———— to set the alarm last night. (must, forget)
8. She failed all her exams. She ———— so many classes. (should, miss)
9. It wasn't a good idea to throw the TV out of the window. It ———— some one. (could, hit)
10. My friend fell asleep during his last class. He ———— more last night. (should, sleep)

REVIEW

Learning Languages is Easy – or is it?

Have you ever noticed advertisements which say 'Learn a foreign language in 6 weeks, or your money back! From the first day your pronunciation will be excellent. Just send....' and so on? Of course, it never happens quite like that. The only language that is easy to learn is the mother tongue. And think how much practice that gets! Before the Second World War people usually learnt a foreign language in order to read the literature of the country. Now speaking the foreign language is what most people want. Every year many millions of people start learning one. How do they do it?

Some people try at home, with books and records or tapes; some use radio or television programs; others go to evening classes. If they use the language only 2 or 3 times a week, learning it will take a long time, like language learning at school. A few people try to learn a language fast by studying for 6 or more hours a day. It is clearly easier to learn the language in the country where it is spoken. However, most people cannot afford this, and for many it is not necessary. They need the language in order to do their work better. For example, scientists and doctors chiefly need to be able to read books and reports in the foreign language. Whether the language is learnt quickly or slowly, it is hard work. Machines and good books will help, but they cannot do the student's work for him.

MULTIPLE CHOICE QUESTIONS

Choose the best answer in each exercise: (a), (b), (c) or (d).

1. The advertisement says it would be easy to.
   (a) speak your own language better.
   (b) pay nothing to learn a foreign language.
   (c) learn a foreign language fast.
   (d) spend a lot of money on learning a language.
2. These days most people want to learn.
   (a) about the country where a language is spoken.
   (b) to speak a foreign language.
   (c) to read foreign literature.
   (d) to write in the foreign language.

3. Every year many .... people start learning one.
   (a) million (b) millions (c) million of (d) millions of
4. How....... it?
   (a) do they do (b) do they (c) they do (d) they do do
5. If they......... the language 2 or 3 times a week, learning it will take a long time.
   (a) will only use (b) only used (c) would only use (d) only use
6. It is easier to learn the language in the country where it...... .
   (a) speaks (b) is spoken (c) speaks itself (d) spoken is
7. .... the language is learnt quickly or slowly, hard work is very important.
   (a) When (b) Unless (c) Whether (d) If
8. Have you ever ..... advertisements which say that?
   (a) noted (b) remarked (c) taken care of (d) noticed
9. Learn a foreign language in 6 weeks, or your money....... .
   (a) back (b) again (c) behind (d) return
10. Your pronunciation will be very good. It will be ....
   (a) extreme (b) excellent (c) out loud (d) very well
11. Of course, it never ...... quite like that.
   (a) happens (b) goes (c) takes (d) passes
12. The only language that is easy to learn is the mother....... .
   (a) sound (b) language (c) tongue (d) talk

Vocabulary

1. *Complete the following sentences with the words given.*

catch on / caught up / came across / well –to–do / worn out / hung up / by heart / fooling around / on foot / mixed..... up

1. Searching in a library, I .... an old forgotten book.
2. Stop .... and get to work.
3. It looks as though you need a new suit. The one you are wearing is almost...... .
4. After she finished her conversation, she ....
5. Our car is being repaired, so we came ..... .
6. Our literature teacher knows many of Molavi's poems ..... .
7. Only the ..... can afford homes in that village.
8. He ..... the nearest stone and threw it back at me.
9. He didn't laugh because he did not ..... the joke.
10. Instead of helping me, his explanation only ..... me ..... .

2. *Complete the following sentences with the words given.*
numerous – stooped – cope – vehicles – major – obstructions – audible – signal – manage – overcome.

1. If we want to win the victory, we must ...... all difficulties.
2. The ...... part of this exercise hasn't been done yet.
3. I know a man who has a ..... collection of books.
4. The poor man .... to pick up the coin which was on the ground.
5. I shall .... to keep warm.
6. Mother could not .... with all the housework and two sick children.
7. The rockets launched to carry astronauts to the moon are space.......
8. The soldiers had to get over such ...... as ditches and barbed wire.
9. She spoke in such a low voice that her quiet remarks were scarcely......
10. A red light is a ...... of danger.

3. *Use suitable forms of the verbs in parentheses. (Some sentences may have two answers.)*

1. Instead of .... (go) to the library, we went home.
2. Did you see him .... (climb) to the top of the mountain?
3. She would rather .... (amuse) the children than waste her time.
4. Thank you for .... (come) to our house.
5. She had not finished .... (clean) the room when we arrived.
6. They let the boy .... (play) in the yard.
7. I heard him .... (open) the door.
8. I don't mind .... (work) in the summer.
9. You made me .... (choose) this course.
10. Would you mind .... (to pass) me the fruit, please?
11. The children used to ...... (to ask) us lots of questions.
12. I'd like .... (to know) how a person becomes deaf.
13. The customer finished ...... (to talk) to the clerk.
14. He is used to .... (to drink) a lot of coffee.
15. He plans ...... (to spend) his vacation in a village.
16. I prefer to go by bus rather than ...... (to travel) by train.
17. We enjoyed .... (to be) with our cousins.
18. He wants .... (to know) the distance between Kerman and Yazd.
19. You'll get a good mark by .... (to give) correct answers.

STRUCTURE

A. Check the correct part (a, b, c, or d)

1. What .... in the store yesterday?
   - ☐ a. was she buying
   - ☐ b. she bought
   - ☐ c. she was buying
   - ☐ d. bought she
2. How much ....?
   - ☐ a. the book costs
   - ☐ b. costs the book
   - ☐ c. does the book cost
   - ☐ d. the book will cost
3. You ought .... your shoes every day.
   - ☐ a. clean
   - ☐ b. cleaning
   - ☐ c. that you clean
   - ☐ d. to clean
4. How long .... English?
   - ☐ a. you had been studying
   - ☐ b. do you study
   - ☐ c. have you been studying
   - ☐ d. you have been studying
5. Which boy .... here for two years?
   - ☐ a. lives
   - ☐ b. has been living
   - ☐ c. does live
   - ☐ d. is living
6. I would like to be invited, and my brother ....
   - ☐ a. would too
   - ☐ b. does too
   - ☐ c. too would
   - ☐ d. did too
7. The boys went to the library, and .... Mary.
   - ☐ a. so went
   - ☐ b. so is

□ c. so did

□ d. so had

8. The man doesn't speak French well, and his sons ....

□ a. doesn't either

□ b. don't either

□ c. don't neither

□ d. speak neither

9. He doesn't like to live in a crowded area, and ....

□ a. neither I do

□ b. neither I like

□ c. neither do I

□ d. either I don't

10. Jane has eaten .... sandwiches than Bob.

□ a. few

□ b. much

□ c. fewer

□ d. little

11. He is expected to work ....

□ a. hardly

□ b. quick

□ c. slightly

□ d. hard

12. Let's not .... too much noise.

□ a. to make

□ b. make

□ c. made

□ d. making

13. Did you make her .... your handkerchief?

□ a. to wash

□ b. washing

□ c. wash

□ d. that she washed

14. We will consider .... north this summer.

□ a. to go

☐ b. that we go

☐ c. going

☐ d. go

15. I .... too many questions or he will get angry.

☐ a. must ask

☐ b. need ask

☐ c. need to ask

☐ d. mustn't ask

16. I would rather .... a mosque.

☐ a. design

☐ b. designing

☐ c. to design

☐ d. designed

17. Would you mind .... me the time?

☐ a. tell

☐ b. telling

☐ c. to tell

☐ d. told

18. Have you .... anybody interesting today?

☐ a. spoken in

☐ b. spoken

☐ c. spoken to

☐ d. spoken at

19. He is .... everywhere .... his bicycle.

☐ a. looking ... at

☐ b. looking ... to

☐ c. looking ... for

☐ d. looking forward ... to

20. Soldiers defended their country bravely. Their country .... defended bravely.

☐ a. is

☐ b. was

☐ c. are

☐ d. were

21. The principal should give a prize to Mary. A prize .... to Mary.

□ a.should give

□ b. should be

□ c. be given

□ d. should be given

22. They permitted him to paint. He .... to paint.

□ a. was permitted

□ b. is permitted

□ c. permitted

□ d. is permitting

23. This letter .... tomorrow afternoon.

□ a. will type

□ b. will be typed

□ c. is typed

□ d. will be typing

24. I .... architecture for the last two years.

□ a. study

□ b. had studied

□ c. have been studying

□ d. am studying

25. After the principal .... the bell, we left the classroom.

□ a. had rung

□ b. has rung

□ c. rings

□ d. was ringing

26. The man .... his suitcase when the train left.

□ a. is carrying

□ b. was carrying

□ c. will carry

□ d. has carried

27. Tom thought he .... study physics.

□ a. may

□ b. shall

□ c. will
□ d. might

28. If he .... to the city square, he would have seen the new statue.
□ a. had come
□ b. comes
□ c. came
□ d. would come

29. If you come to the park, you .... all of us.
□ a. would see
□ b. will see
□ c.would have seen
□ d. saw

30. If I had time, I .... to the party with you.
□ a. had gone
□ b.would have gone
□ c. will go
□ d. would go

31. If she had come a little earlier, she .... him.
□ a. would have met
□ b. had met
□ c.met
□ d. would

32. " Come back soon." My mother asked me .... back soon.
□ a. that I came
□ b. to come
□ c. that I come
□ d. come

33. He said, " I painted a few flowers". He said that .... a few flowers.
□ a. he has painted
□ b. he had painted
□ c. I have painted
□ d. I painted

34. The teacher told me to write about the meanings of these words. The teacher said, "........... the meanings of these words."

□ a. To write about
□ b. Write about
□ c. He will write about
□ d. I will write about

35 " I have spent too much time on it." He says .... too much time on it.

□ a. he has spent
□ b. I have spent
□ c. he had spent
□ d. he spends

36. The policeman said to Amir, " You have broken the law. " The policeman said that Amir .... the law.

□ a. breaks
□ b. is breaking
□ c. has broken
□ d. had broken

37. " Mahin will be here soon." Ali said that Mahin .... here soon.

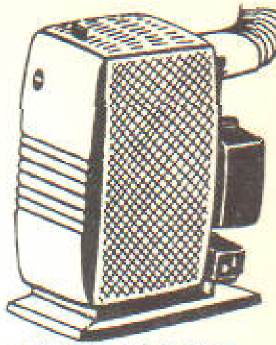
□ a. is
□ b. is going to be
□ c. will be
□ d. would be

38. He said that he would be late. He said, "............ late".

□ a. He would be
□ b. I will be
□ c. I would be
□ d. I have been

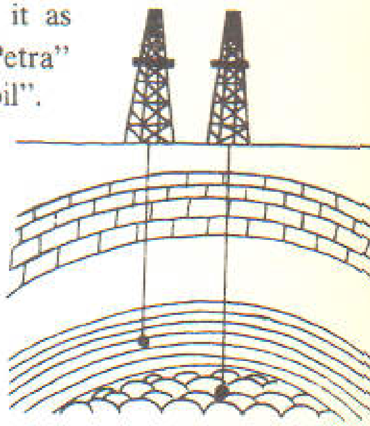
LESSON EIGHT

BLACK GOLD


A KEROSENE HEATER

When you got up this morning did you warm yourself beside a kerosene heater? Were the clothes you put on made of nylon, or some other **synthetic material**? Were some of the things on your breakfast table **plastic**? Today dishes, clothes, kerosene and many, many other things are made from "black gold".

What is "black gold"? We generally refer to it as "**petroleum**", which can be translated "rock oil". "Petra" is the Latin word for "rock" and "oleum" means "oil".



Origin

In the **shallow** parts of lakes and oceans millions of years ago, plants, fish and small animals died and **sank** to the **bottom.** Then sand which was washed into the lakes and oceans covered them. Every year more and more plants, fish and animals died and were covered by sand.

After thousands of years the sand began to turn into rock. As it did, chemicals and bacteria changed the **buried** plants, fish and other animals into gas and oil. The weight and pressure of the sand and rock **caused** the gas and oil to flow through the rocks and to form pools.

Wells

Although oil was known to most ancient people, it was used mainly for medicine and light. It was not until the 19th century and the **Industrial Revolution** that a need developed for more and better **fuels**. At that time oil was **gathered** from **streams** and shallow wells. Nobody thought about **drilling** for it. In 1859 a company in Pennsylvania, USA decided to try to find oil by drilling a well. They had many difficulties at first, but on August 27, 1859 their drill passed through the rock and dropped into a pool of oil.

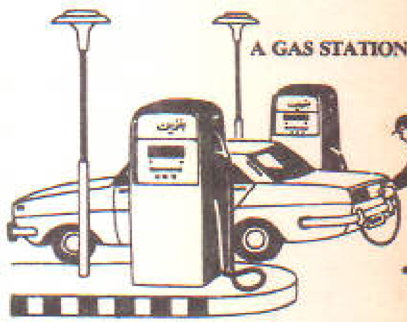
That first oil well was just over 20 meters deep. Now oil wells are usually many thousands of meters deep. One of the deepest in Iran is 4,725 meters deep. It is Karun Well No. 1 and is south east of Andimeshk.





Products

After oil is discovered, it must be **transported** to a **refinery.** It may go by **pipeline,** ship, railroad or **truck.**



When the oil arrives at a refinery, it is first separated into **products** such as **gasoline,** kerosene, **lubricating** oils, and **asphalt.** Some of these are then refined for other products; for example, gasoline for automobiles, airplanes and **jet** planes. At the same time other parts of the oil are changed into such things as plastics, synthetic materials, **rubber,** etc.

If we did not have petroleum, much of our present way of life would stop. There would be no gasoline for automobiles, buses, or planes; no kerosene for factories, heating, or cooking; no asphalt for roads or **roofs;** few plastic products and very few synthetic materials. In fact, we would have to do without over 2000 products that are now made from "black gold".

Comprehension Questions:

Answer the questions.

1. What are some of the important products of petroleum?
2. What might happen if we didn't have petroleum?

3. How do we get oil?
4. What happens in a refinery?
5. What is petroleum sometimes called?

Grammar (1)

Connectives and Noun Clauses:

He asked, " Who is going to the movies?"
Q. word[1]

He asked who was going to the movies.
S V (Conn.) N.C.

He said to me, " Where did you find it?"
Q. word

He asked me Where I had found it.
S V (Conn.) N.C.

He asked, " What time is it?"
Q. word

He asked What time it was.
S V (Conn.) N.C.

NOTES:

1. The question word in direct questions is a connective in indirect questions.
2. These connectives are part of the noun clause.

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1. Q. Word = Question word *V = Verb* *N.C. = Noun Clause*
S = subject *Conn. = Connective*

EXERCISE. *First change the sentences into indirect questions. Then draw one line under the noun clauses and two lines under the connectives.*

Example: I asked him, " When are you going to the lab?"
I asked him when he was going to the lab.

1. The teacher said, " Who is supposed to recite the poem?"
2. She usually asks, " What time should I be there?"
3. The man said to the boy, " Why did you pour gasoline in the stream?"
4. The woman said, " Where can I boil the potatoes?"
5. He asked, " Where is your house?"
6. My mother said to me, " Whose rubber shoes did you borrow?"
7. He said to Mina, " Whom are you going to quarrel with next?"
8. Mrs. Jones said, " Why don't they plant rice there?"
9. He asked me, " What time will you call us?"
10. She asked me, " Which material do you like best?"

Grammar (2)

IF and WHETHER

He asked, " *Is it a mysterious adventure?*"
He asked if it was a mysterious adventure.
S V (Conn.) N.C.
Mina asked, " Will they pay attention to me?"
Mina asked whether they would pay attention to her.
S V (Conn.) N.C.

EXERCISE. *Change the following sentences into indirect questions using the connectives "if" or "whether". Underline the noun clauses.*

Example: She asked me, "Have you read the newspaper?"
She asked me if (whether) I had read the newspaper.

1. He asked her, "Can you spell the word 'desert'?"
2. The foreigner asked, "Is this valley fertile?"
3. He asked, "Does gas flow through those pipelines?"
4. I asked Tom, "Have you written a brief summary of the text yet?"
5. Ahmad asked the clerk, "Is this a synthetic material?"
6. My aunt asked me, "Will you give this plate to Mary for me?"
7. The merchant asked them, "Can these products be transported by truck?"
8. Jane asked the Browns, "Did you enjoy yourselves at the wedding?"

***Reading Comprehension* (4)**

Vicky was adopted at birth by a doctor and his wife. Vicky was a chimpanzee. She went to live in the doctor's home and was cared for and taught as if she were a human baby.

When Vicky was eighteen months old, she could eat with a spoon and help to dress herself. She was learning to do things as fast or even faster than a human baby her age. But when she was four, Vicky knew only four words: mama, papa, cup, and up. Human children know about 1540 words at that age.

Vicky's actions showed what scientists have known for some time. Young animals learn very fast. They learn some things faster than children do. But using words seems to be a skill that can be learned only by humans.

1. Vicky was the name of
   A. a girl
   B. a monkey
   C. a chimpanzee
   D. a tiger
2. As a baby, Vicky was raised in
   A. a zoo
   B. a doctor's home
   C. a city park
   D. a jungle

3. When Vicky was eighteen months old, she could
   A. help to dress herself
   B. roller – skate
   C. help around the house
   D. undress herself
4. When Vicky was four years old, she knew
   A. as many words as any four – year – old
   B. four words
   C. eight words
   D. twenty – five words
5. Vicky demonstrated that baby chimpanzees
   A. cannot learn anything
   B. learn very quickly in their early years
   C. learn very slowly in their early years
   D. learn words very quickly

Word Game

Analogies

Fill in the blank with the correct word to complete the analogy.

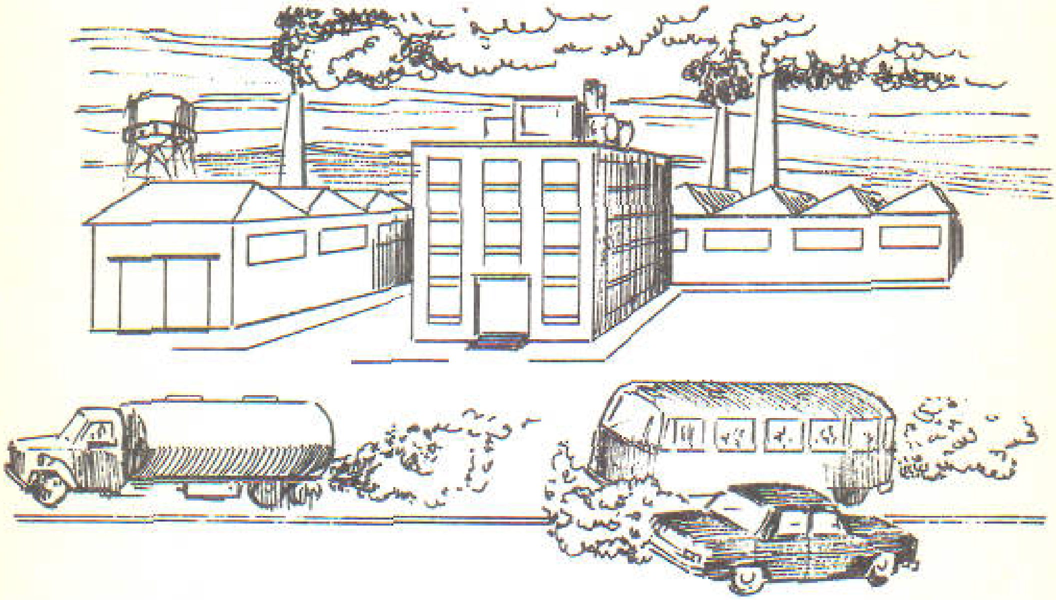
For example: see is to **saw,** as **walk,** is to **walked**.

1. see	: saw	:: walk	:	**walked**
2. do	: did	:: run	:	______
3. got	: get	:: drank	:	______
4. he	: she	:: boy	:	______
5. we	: us	:: she	:	______
6. nurse	: nurses	:: man	:	______
7. children	: child	:: aides	:	______
8. up	: down	:: to	:	______
9. day	: hour	:: year	:	______
10. safe	: unsafe	:: healthy	:	______

Now try these.

11. cool	: warm	:: cold	:	______
12. quiet	: noisy	:: clean	:	______
13. stop	: start	:: remember	:	______
14. east	: west	:: north	:	______
15. long	: short	:: large	:	______

AIR POLLUTION



Until very recently people used to think of cars and factories in their towns as signs of economic progress and modern **technology.** However, now we know that factories and cars are the two **factors** responsible for air **pollution** in large cities.

No one knows how long the earth can **support** man and his technology. Many scientists believe that man cannot change his **destructive** habits. Some say that there won't be any life on earth fifty years from now.

If man does not control his technology, he will do a lot of harm to nature. He has **exploited** nature, but now the time has come for him to protect it.

Twenty years ago scientists began writing and telling people about the dangers of pollution. But man did not stop exploiting nature. Since then **carbon dioxide** (CO_2) in the air has gone up ten percent and may go up to 25 percent by the year 2000. Millions of **tons** of smoke and **poisonous gases** are added to the air each year. In Tehran more than1,500,000 cars, buses and **trucks** add about 360,000 tons of poisonous gases to the air every year. This is about 53 percent of the **pollutants** in Tehran's **environment**.

People throw away thousands of kilos of **trash** everyday. Much of this is left in our fields, **parks** and forests. This pollutes our land as well.

Can man stop damaging the environment by the **careless** building of industry? Man must learn to live with nature and control his modern technology.

Iran is one of the countries that want to protect their environment and control their modern technology. In ancient times Iranians were taught that nature is a **creation** of God and the pollution of nature is therefore a great **sin.**

Grammar

Agreement of the Verb with its Subject.

1. A verb agrees with its subject in *number* and *person.*
   He *is* ready. *(singular subject)*
   His father and mother *are* here. *(plural subject)*
2. Nouns plural in *form*, but singular in *meaning* are followed by *singular* verbs.
   No *news is* good news.
   Mathematics is his favorite subject.
3. Certain words are always *plural* and take *plural* verbs:
   police, clothes, trousers, scissors, people, crowd
   His trousers *are* blue.
4. Certain words are always *singular* and take *singular* verbs.
   advice, information, knowledge, furniture
   Knowledge *is* power.
5. If the two nouns forming the subject are joined by: *or, nor, either.... or, neither.... nor* the verb agrees with the nouns after *or*, or, *nor.*
   Either my parents *or* my sister *is* going to visit me.
6. The verb must agree with the *relative pronoun* in number.
   Farshid is one of the students who *have come* first.
   Iran is one of the countries that *want* to protect....

HOW TO STOP BLEEDING

The aims of First Aid for **bleeding** are to stop bleeding quickly and to send the **casualty** to hospital without **delay.** If blood is lost from the body in other than small amounts, the blood must be replaced by **transfusion** soon. This can usually be done only in a hospital.

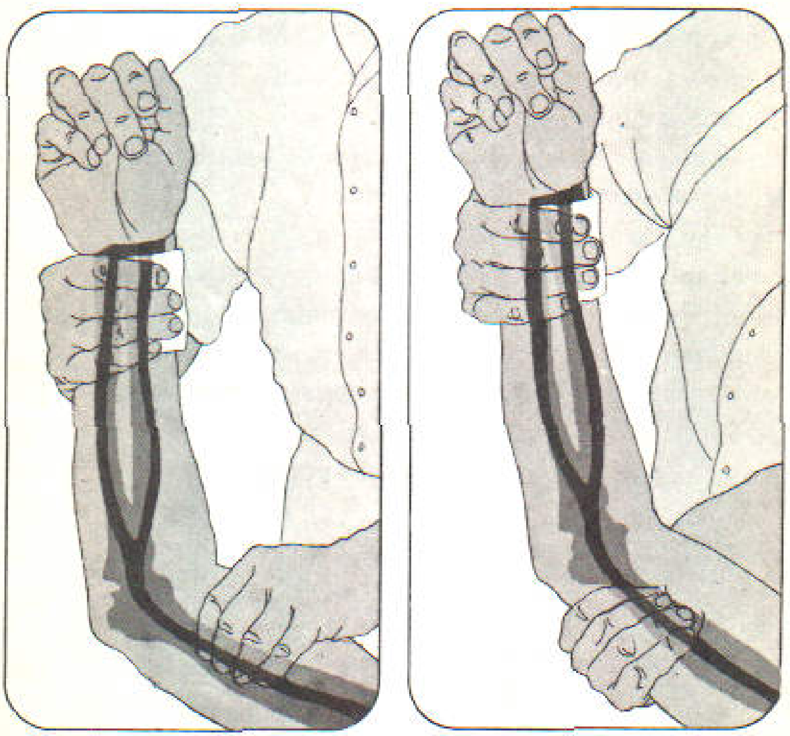
Bleeding ceases naturally when blood stops **flowing** and forms a **clot.** First-aid treatment should therefore aim to stop blood flowing by

— pressing on the place where the blood is coming from
— **elevating limbs,** that is lifting up arms and legs
— aiding clot formation by rest, because movement breaks up the blood clot.

If you find a casualty who is bleeding from a wound:

Tell him to lie down.

Press firmly over and around the bleeding area or wound. Use the



cleanest thing which is available-a wound **dressing** if you have one, or a clean handkerchief, **towel**, or other item of clean **linen**. If nothing else is available in emergency, press with your bare hand and fingers. You can always stop bleeding by pressing on the bleeding spot and by keeping the pressure on.

If the bleeding is from an arm or leg, after you have **tied** a **firm** dressing in place or while you are still holding the bleeding point with your hand to stop the bleeding, lift up the arm or leg. This makes the bleeding less **severe.**

If the bleeding continues through the dressing you have applied, put another one over the one which is already there and tie it on even more firmly. Never remove dressings which are already in place – this **disturbs** any blood clot and can easily make bleeding worse.

Reassure the casualty that bleeding has stopped. A casualty who is worried or **agitated** will not lie **still** and will therefore tend to bleed more severely.

Send the casualty to hospital soon.

Comprehension Question

Answer these questions:

1. What are the aims of First Aid for bleeding?
2. When is a transfusion necessary?
3. What things can be used to apply pressure to a wound?
4. What should you do if the wound bleeds through the dressing?
5. How should the patient behave in order to help himself?

Exercise

Choose the correct verb in the following sentences.

1. His aunt and uncle *(have, has)* a house in the country.
2. A new car *(cost, costs)* a lot of money.
3. Politics *(keep, keeps)* him very busy.
4. His trousers *(is, are)* covered with mud.
5. Either a pen or a pencil *(is, are)* what I need.
6. All the furniture in the house *(have, has)* been sold.
7. One of the students in the class *(own ,owns)* a bike.
8. He is one of the persons who *(is, are)* able to do this.
9. Neither the soldier nor his friends *(was, were)* hurt.
10. Ill news *(travel, travels)* fast.

Reading Comprehension (5)

In order to break away from the earth's pull of gravity, a rocket must travel at tremendous speed. The speed that a rocket must attain is called the speed of escape or escape velocity. An escape velocity of 25, 500 miles an hour, or 425 miles a minute, is needed to break away completely from the earth's pull of gravity.

Once a rocket has reached space, however, it can coast away from the earth; it needs no additional fuel to keep moving. Since there is practically no air in space to slow the rocket down, it will continue to travel at about the same speed until some force speeds it up or slows it down.

1. Escape velocity is the speed necessary for a rocket to
   A. leave the earth
   B. escape from other spaceships
   C. break away from the earth's gravity
   D. travel without fuel
2. Escape velocity is equal to
   A. 25,500 miles a minute
   B. 425 miles a second
   C. 425 miles an hour
   D. 25,500 miles an hour
3. A rocket can travel without fuel
   A. all the time
   B. only in air
   C. only at termendous speeds
   D. only in space
4. Since there is practically no air in space, rockets will
   A. require more fuel
   B. never reach space
   C. not be slowed down
   D. not be able to stay in space very long
5. If no force acted upon a rocket moving in space, it would
   A. be pulled to earth by gravity
   B. speed up
   C. slow down
   D. travel on at a constant speed
6. Before a rocket reaches space, its forward motion is hindered by
   A. fuel and gravity
   C. gravity and air
   B. air and fuel
   D. gravity only

EXERCISES

A. Fill in the blanks with the correct form of the words in parentheses.

1. We.......... the invitation yesterday. (accept)
2. He made a kinc of ointment by.......... various medicines. (mix)
3. Should we.......... English from left to right? (write)
4. They used to .... with each other by letter. (communicate)
5. The mother could clearly.......... the development of her son's mind. (notice)
6. He simply.......... "yes" all the time. (answer)
7. There.......... a lot of parents in school today. (be)
8. How did your teacher.......... your writing assignment? (evaluate)
9. Many Arabic words.......... our language after Iran became a Moslem country. (enter)
10. Man must.......... nature. (protect)

B. Use the correct form of the verbs in parentheses.

1. She .... already .... how to speak English. (learn)
2. She.......... ing very hard these days in order to get a good mark. (work)
3. I wish I.......... a stamp collection. (have)
4. If he had concentrated, he.......... much more. (learn)
5. If he.......... less curious, he wouldn't have so many problems. (be)
6. If you study the diagram carefully, you.......... solve the problem. (be able to)
7. I wish I.......... him before. (know)
8. He admitted.......... the whole building. (destroy)
9. Each year millions of tons of poisonous gases.......... added to the air. (be)
10. We are tired of.......... so many exercises. (do)
11. I myself heard him.......... the new lesson. (explain)
12. Jack.......... more polite to his cousin yesterday, but Sam wasn't. (be)
13. We didn't know he was deaf. I wish you.......... us before. (tell)
14. He finished.......... us about the poem before the bell rang. (tell)
15. She said she.......... him if he came back soon. (forgive)
16. Susan.......... when the teacher returned her composition. (disappoint)
17. I intend.......... the subject before I talk about it. (think over)
18. He ordered me not.......... the bird's nest. (destroy)

C. Insert correct articles (a, the) or prepositions (on, in, under, over, in front of, at, for, from, along, behind) where necessary.

1. .... gold is a precious metal.
2. .... gold in this jewelry is very valuable.
3. There is .... bench in the shade of those trees.
4. .... tea is the usual drink in Iran.
5. .... coffee which comes from Brazil is the best.
6. We watched the ceremonies.......... TV.
7. You need a strong body.......... wrestling.
8. The TV cameras were not far.......... the wild animals.
9. Let's hang the lamp.......... the table.
10. Put the chair.......... the dressing table.
11. We walked.......... the river.
12. You can't see the tiger; it's.......... the wall.
13. Ferdowsi lived.......... the tenth century.
14. They have bread and cheese.......... breakfast.
15. You'll get your certificate.......... Monday.
16. We have 15 days of vacation.......... Farvardin.
17. It is generally colder.......... night.
18. We usually sit.......... the table for lunch.
19. The Imami family lives .... Bahar Street.
20. Your book is.......... your chair. That's why you can't find it.

D. Change the following sentences from "Direct" to "Indirect".

1. The students said, "We feel that we are achieving something each day."
2. Amir asked Bob, "Have you read anything about adult education in Iran?"
3. My mother ordered me, "Leave the baby alone and amuse yourself in some other way."
4. Mr. Smith says, "My son is studying architecture at Shiraz University."
5. The tourist is asking, "Did my appearance attract much attention?"

E. Give complete answers to the following questions. Use pronouns and the underlined verbs in your answers.

1. Did your father add up the figures?
2. Did you run across any new books in the bookshop?

3. Will your friend turn on the TV?
4. Did Mary look everywhere for her dress?
5. Will the cook set aside some of these boiled potatoes for tomorrow?

F. Fill in the blanks of the following conversation. Pay attention to capitalization and punctuation (commas, question marks, periods).

1. Do you play football or basketball?
   I..... neither.............
2. Are you interested in sports?
   Yes, ... so.......... my sister.
3. ....
   I live on Azadi Avenue.
4. How do you go to school?
   .... usually.......... because I live.......... school.
5. ....
   I'm in the third grade.

SAMPLE CONJUGATIONS

Verb: *To be*

Present Tense		*Present Perfect Tense*	
I am	we are	I have been	we have been
you are	you are	you have been	you have been
he,she,it is	they are	he has been	they have been

Past Tense		*Past Perfect Tense*	
I was	we were	I had been	we had been
you were	you were	you had been	you had been
he was	they were	he had been	they had been

Future Tense	
I will be	we will be
you will be	you will be
he will be	they will be

Verb: *To work* (Simple form)

Present Tense		*Present Perfect Tense*	
I work	we work	I have worked	we have worked
you work	you work	you have worked	you have worked
he,she, it works	they work	he has worked	they have worked

Past Tense		*Past Perfect Tense*	
I worked	we worked	I had worked	we had worked
you worked	you worked	you had worked	you had worked
he worked	they worked	he had worked	they had worked

Future Tense	
I will work	we will work
you will work	you will work
he will work	they will work

Sample Conjugations – *Continued*

Verb: *To work*

CONTINUOUS FORM

Present Tense

I am working	we are working
you are working	you are working
he, she, it is working	they are working

Past Tense

I was working	we were working
you were working	you were working
he was working	they were working

Present Perfect Tense

I have been working	we have been working
you have been working	you have been working
he has been working	they have been working

Past Perfect Tense

I had been working	we had been working
you had been working	you had been working
he had been working	they had been working

Sample Conjugations – *Continued*

Verb: *To See*

PASSIVE VOICE

Present Tense

I am seen	we are seen
you are seen	you are seen
he, she, it is seen	they are seen

Past Tense

I was seen	we were seen
you were seen	you were seen
he was seen	they were seen

Future Tense

I will be seen	we will be seen
you will be seen	you will be seen
he will be seen	they will be seen

Present Perfect Tense

I have been seen	we have been seen
you have been seen	you have been seen
he has been seen	they have been seen

Past Perfect Tense

I had been seen	we had been seen
you had been seen	you had been seen
he had been seen	they had been seen

Irregular Verbs

PRESENT	PAST	PAST PARTICIPLE
be	was	been
beat	beat	beaten
bear	bore	born
become	became	become
befall	befell	befallen
begin	began	begun
bend	bent	bent
bind	bound	bound
break	broke	broken
breed	bred	bred
bring	brought	*brought*
broadcast	broadcast	broadcast
build	built	built
burn	burnt/ burned	burnt/ burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown

PRESENT	PAST	PAST PARTICIPLE
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten/ got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lean	leant/ leaned	leant/ leaned
learn	learnt/ learned	learnt/ learned
leave	left	left
let	let	let
make	made	made
meet	met	met
misunderstand	misunderstood	misunderstood
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen

PRESENT	PAST	PAST PARTICIPLE
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/ smelled	smelt/ smelled
speak	spoke	spoken
spread	spread	spread
spell	spelt/ spelled	spelt/ spelled
spend	spent	spent
stand	stood	stood
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke/ waked	waked/ woken/ woke
wear	wore	worn
win	won	won
write	wrote	written

Word List

A

ability	قدرت، توانایی
active	فعال
activity	فعالیت
actually	حقیقتاً، واقعاً
admit	قبول کردن ـ اجازه دخول دادن
affect	تحت تأثیر قرار دادن، اثر گذاشتن
agitate	آشفتن
aid	کمک ـ یاری
aim	هدف
allow	اجازه‌دادن
aloud	بلند، باصدای بلند
amount	مقدار ـ میزان
ancient	باستانی ـ قدیم
appear	پدیدار شدن ـ ظاهر شدن
apply	بکار بردن
appreciate	ارج گذاشتن، لذت بردن
archeology	باستانشناسی
archeological	وابسته به باستان‌شناسی
archeologist	باستان‌شناس
architecture	معماری ـ سبک‌معماری
area	ناحیه
arm	بازو
art	هنر
artistic	هنری
ashame	شرمنده شدن ـ خجلت کشیدن
asphalt	آسفالت
assistance	همدستی ، کمک
audible	قابل شنیدن
available	دردسترس ، موجود
automobile	اتومبیل، ماشین
average	معمولی ـ حدوسط ـ معدل
avoid	دوری کردن از

B

baby	بچهٔ کوچک
back and forth	جلو و عقب
barbed wire	سیم خاردار
bare	خالی (از نقاشی، ...)
behave	رفتار کردن ـ سلوک کردن
benefit	فایده رساندن
bleed	خون آمدن
blind	کور ، نابینا
blow	وزیدن ـ دمیدن
brief	مختصر، کوتاه
boat	قایق
border	مرز
borrow	امانت گرفتن
bottom	ته، پائین
buried	مدفون

C

calculator	ماشین حساب
capitalization	طرز بکار بردن حرف بزرگ (در زبان انگلیسی)
carelessness	بی‌دقتی
carve	کنده‌کاری کردن
carving	کنده‌کاری
casualty	زخمی، آسیب‌دیده
cause	باعث شدن

cease	وقفه ــ توقف
ceremony	**تشریفات، مراسم**
certificate	تصدیق نامه ــ اظهار گواهی‌نامه پایان تحصیلات در یک دوره آموزشی
charcoal	ذغال‌چوب
chart	جدول (اطلاعات)
cheerful	**شاد**
chemical	**شیمیایی**
civilization	**تمدن**
closely	بطور نزدیک، زیاد
clot	لخته
clue	**نشان، کلید، رهنما**
coconuct	نارگیل
coin	سکه
column	**ستون**
combine	**ترکیب کردن**
combine	**بهم پیوستن، تلفیق شدن**
command	دستور ، فرمان
common	**عمومی**
(in common)	مشترک
communicate	**ارتباط برقرارکردن، مکاتبه کردن**
communication	**ارتباط، مکاتبه**
completely	کاملاً
complicate	پیچیده
composition	انشاء ــ نوشته
computer terminal	کامپیوترهای کوچک که بمرکز اصلی وصلند
concentrate	**تمرکز دادن**
concentration	**تمرکز**
conclusion	**نتیجه**
consider	**در نظر گرفتن**
continual	دائمی ــ پیوسته
control	نظارت کردن ــ بازرسی کردن
cope	از عهده برآمدن
couple	**زوج، جفت**
creation	**آفرینش، خلقت**
crossroad	چهارراه ــ محل تقاطع دو جاده
cry	گریه کردن
culture	**فرهنگ، تربیت**
cultural	**فرهنگی**
curiosity	**کنجکاوی**
customary	**رسم**
(to be customary)	**رسم‌بودن، رایج بودن**

D

daily	روزانه
damage	زیان ــ خسارت
daydream	**به رؤیا فرورفتن**
deaf	کر
deal	مقدار ــ معامله کردن
delay	تأخیر
description	**شرح**
descriptive	**توصیفی، تشریحی**
design	**طراحی کردن**
destroy	**نابود کردن، خراب کردن**
destructive	**مخرب، زیان آور**
detail	جزء ــ (در جمع جزئیات) ــ شرح دادن
develop	**توسعه دادن، آشکار کردن**
device	وسیله
dial	شماره تلفن گرفتن
dig	کاوش کردن، کندن، حفر کردن
digital watch	ساعت دیجیتال
disable	ناتوان ، علیل
disgraceful	زشت ــ نازیبا
display	نشان دادن ــ نمایش دادن
disturb	مضطرب ساختن
ditch	خندق ــ حفره ــ گودال
dorm (dormitory)	خوابگاه دانشجویان ــ اطاق خواب چندنفری
dozen	دوجین
dressing	زخم‌بند
drilling	حفاری
drip	چکیدن ــ چکه ــ چکه‌کردن
drip - food	غذائی که بصورت قطره به شخص داده می‌شود (سرم)

dry	خشک ـ خشک‌کردن

E

effect	اثر ـ نتیجه
effectively	بطور مؤثر
Egypt	مصر
Egyptian	مصری
electronic	الکترونی
elevate	بلند کردن
emergency	اضطرار ـ فوری
enable	قادرساختن
escort	گارد محافظ ـ همراهی کردن ـ محافظت کردن
environment	محیط
evaluate	ارزیابی کردن
event	حادثه، اتفاق، مسابقه
exactly	درست ـ بعینه
except	بجز، غیر از
experience	تجربه کردن
explanation	توضیحی، بیانی
exploit	بهره‌برداری کردن
export	صادر کردن
extreme	خیلی زیاد ـ بیحد
eyeglasses	عینک

F

factor	عامل، علت
favorite	محبوب، مورد علاقه
feeling	احساس ـ حس لامسه ـ حساس
fertile	حاصلخیز ـ پرثمر
fibre (fiber)	نخ ـ تار ـ ریشه یا شاخه فرعی
field	میدان ـ صحرا
fill	پر کردن
filter – tip	فیلتر سیگار
finally	بالاخره
finger	انگشت
firm	سفت
fit	متناسب ساختن
flavor	طعم، چاشنی
flow	جاری شدن
fold	تاکردن، تاخوردن
for a while	برای مدتی
forbid	قدغن کردن ـ ممانعت کردن
fragrance	عطر، رایحه
fuel	سوخت
funeral	تشییع جنازه

G

gasoline	بنزین
government	دولت
gradually	کم‌کم ـ بتدریج
grammar	دستور زبان
grape	انگور ـ مو
guide	راهنمائی کردن ـ راهنما

H

habit	عادت
handicap	نقص
hardly	بسختی، ندرتاً
harm	آسیب ـ صدمه زدن (به)
hoist	بالا برنده
hole	سوراخ ـ دخمه ـ گودال
honor	احترام گذاشتن، افتخار دادن
honored	سرافراز، مفتخر
hurry	عجله کردن

I

icy	پوشیده از یخ ـ یخی
impression	تأثیر ـ اثر ـ خاطره
indeed	براستی ـ واقعاً
in addition	علاوه بر این
Industrial Revolution	انقلاب صنعتی
instrument	اسباب ـ وسیله
interpret	بازگو کردن، ترجمه کردن
interpretation	تعبیر، ترجمه
iron	آهن ـ اتوکردن ـ اتو

item	بخش ـ تکه

J

jet	هواپیمای جت
jewelry	جواهر آلات، زیور آلات،

K

kerosene (– sine)	نفت چراغ
keypad	راهنمای تلفن
kingdom	پادشاهی ـ سلطنت
knock	درزدن ـ تصادم کردن

L

land – lord	مالک ـ صاحبخانه
landscape	منظره، چشم‌انداز
launch	پرتاب کردن
lever	اهرم، وسیله
lie	دراز کشیدن
limb	عضو
linen	پارچه کتانی
lip – read	لب خواندن
lock	قفل ـ قفل شدن ـ قفل کردن
long ago	خیلی پیش
low	پائین
lubricating	نرم سازنده

M

machinery	مجموعه ماشینها ـ ماشین‌آلات
magazine	مجله
magnificent	عالی، باشکوه
maid	مستخدمه، کلفت
major	بیشتر ـ بزرگتر ـ اعظم
make fun of	مسخره کردن
manage	موفق به انجام امری شدن
mark	علامت، اثر
material	ماده (پارچه)
meaningless	بی‌معنی
meanwhile	در ضمن
mechanical	مکانیکی ـ ماشینی
memory	حافظه ـ چیزیادگاری
miss	از دست دادن
mind	اهمیت دادن
misunderstand	بد تعبیرکردن، درست نفهمیدن
mixed up	گیج، مغشوش
modify	تغییردادن ، اصلاح کردن
monument	بنای یادگار
mouthpiece	لبه ، دهانه ، دهانی
movement	جنبش ـ حرکت
muddy	گلی ـ گیج ـ گل‌آلود
mystery	رمز ـ راز

N

narrative	نقلی، روایتی
nearly	تقریباً
necessity	ضرورت، نیاز
net	بدام افکندن ـ تور ـ شبکه‌دار کردن
numerous	بیشمار ، بسیار

O

obstruction	مانع
oil	روغن ـ چربی
one	انسان، شخص
operate	بکارانداختن ـ عمل جراحی کردن
ordinary	معمولی ، عادی
origin	اصل، مبدأ، ریشه
overcome	پیروز شدن‌بر ، غلبه‌یافتن

P

painting	نقاشی
past	گذشته
permit	اجازه دادن
petroleum	نفت خام
physically	جسمانی ـ جسماً
pilgrimage	زیارت
pipeline	خط لولهٔ نفت
pistol	تپانچه ـ با تپانچه زدن

plastic	**پلاستیک**
pleasure	لذت ـ مسرت
poison	**سم**
poisonous	**سمی**
politics	علم سیاست ـ موضوعات سیاسی
pollutant	**آلوده کننده**
poullution	**آلوده**
pottery	**ظروف سفالی**
practical	سیاسی ـ سیاستمدار
present	**حاضر، حال**
present	**ارائه دادن، نشان دادن**
press	فشار وارد آوردن
pressure	فشار ـ فشار کار
pretty	زیبا
price	ارزش ـ قیمت
pride	غرور ـ کبر ـ نخوت
print	چاپ کردن
prize	جایزه ـ جایزه‌دار
probably	شاید ـ احتمالاً
produce	آوردن ـ تولید کردن
product	**فرآورده، محصول**
program	برنامه
progress	**پیشرفت کردن**
provide	تهیه کردن ـ پیش‌بینی کردن
public	**عمومی**
punctuation	**نقطه‌گذاری (در زبان)**
purpose	قصد ـ عزم ـ منظور

R

raised dots	نقاط برجسته
rapid	سریع
rarely	بندرت ـ ندرتاً
raw	خام ـ نارس
real	**حقیقی، واقعی**
reassure	دوباره اطمینان دادن
recently	اخیراً
recite	از برخواندن
recognition	شناسائی ـ شناختن
recognize	شناختن
record	ثبت ـ ثبت کردن
referee	داور مسابقات
refinery	**پالایشگاه،تصفیه‌خانه**
refine	**تصفیه کردن، صاف کردن**
relate	ارتباط داشتن
reliable	شایسته اعتماد ـ قابل اطمینان
religion	**مذهب**
religious	**مذهبی**
remain	**باقی ماندن**
remaining	**باقیمانده**
remove	**حرکت دادن، برداشتن**
replace	جانشین شدن ـ عوض کردن
responsible	مسئول
restful	آرامش‌بخش ـ آسوده
rock	تخته‌سنگ
roof	سقف، بام
roommate	**هم‌منزل ـ هم اطاق**
rope	کمند ـ ریسمان ـ طناب
row	پارو زدن ـ با کرجی بردن
rubber	**لاستیک، کائوچو**
ruin	**خرابه**

S

safe	گاو صندوق
sail	حرکت کشتی در آب
sand	شن ـ ریگ
scarcely	ندرتاً ـ بدشواری
search for	**درجستجوی چیزی بودن**
seem	بنظر آمدن
select	انتخاب کردن
sentence pattern	**الگوی جملات**
series	مجموعه
set aside	**کنار گذاشتن**
severe	شدید
shallow	**کم‌عمق**
shell	پوست ـ کاسه یا لاک‌محافظ جانور
silently	آهسته

sin	گناه
sink	فرو رفتن
site	محل، مکان
skill	مهارت
slightly	اندکی، قدری
sort	نوع
Soviet Union	کشور شوروی
space	فضا
spoil	از بین بردن ــ فاسد شدن
spring	چشمه
square	میدان
statement	بیان، جمله، اظهار
steer	هدایت کردن
stoop	خم‌شدن، خشوع‌کردن، دولاشدن
storey (story)	طبقه ــ اشکوب
one – storey (story)	یک طبقه
stream	رودخانه، جریان آب
strength	قدرت
subtitle	زیرنویس
suck – and – blow	استفاده از انرژی دم و بازدم (مکیدن‌وفوت کردن)
suitcase	چمدان
summary	خلاصه
support	کمک کردن، حمایت کردن
synthetic	ترکیبی، سنتتیک

T

tablet	لوحه
teapot	قوری
technology	تکنولوژی
tend	توجه کردن ــ توجه
terminal	پایانه ــ ایستگاه مرکزی
then	در آن وقت
thirsty	تشنه
tie	بستن
tire (tyre)	لاستیک چرخ (تایر)
toe	پنجه‌پا
tool	اسباب کار، ابزار
toothpaste	خمیر دندان
toward	به طرف، به سوی
towel	حوله
transfusion	تزریق خون
transportation	حمل و نقل
transport	حمل کردن، وسیله‌نقلیه
trash	آشغال
treatment	رفتار ــ سلوک ــ معالجه
tropic	نواحی گرمسیری بین دو مدار شمال و جنوب
truck	کامیون

U

uniform	لباس متحدالشکل
unit	دستگاه
unless	مگر اینکه ــ مگر ــ جز اینکه
unreasonable	نامعقول
user	استفاده کننده

V

valuable	باارزش ــ پربها
various	گوناگون، متفاوت
vehicle	وسیله نقلیه
visual	بصری، دیداری

W

wedding	عروسی
wheelchair	صندلی چرخدار
white stick	عصای سفیدرنگ مخصوص نابینایان
wire	سیم ــ مفتول
would rather	ترجیح دادن
wrestling	کشتی گرفتن